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ABSTRACT

Materials in this social studies curriculum guide are designed for use by Michigan intermediate grade teachers in conjunction with the publication "Essential Performance Objectives for Social Studies." Content is divided into three sections. (1) An introduction focuses on improving classroom dynamics; it includes a discussion of: social studies objectives, teacher responsibilities, teaching strategies, activity selection guidelines, and teachers' problems. (2) The bulk of the guide consists of over 100 illustrative lessons Presented in chart format, each lesson details objectives, activities, and resources. Topics covered include stereotyping, ethnic groups, discrimination, laws and responsibilities, environment, community, family, cross-cultural studies, government, and conflict resolution. (3) Extensive appendices include a glossary, evaluation procedures, several social studies program models, scope and sequence designs, outlines of skills and objectives, suggestions for writing curriculum guides, a sample statement of philosophy, and a statement of policy on controversial issues. (LP)

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ESSENTIAL PERFORMANCE OBJECTIVES

FOR

SOCIAL STUDIES: ILLUSTRATIVE LEARNING ACTIVITIES

(4 - 6)

SD 015 338

MICHIGAN STATE BOARD OF EDUCATION

1983

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FOREWORD

This curriculum document, ESSENTIAL PERFORMANCE OBJECTIVES FOR SOCIAL STUDIES: ILLUSTRATIVE LEARNING ACTIVITIES (4 - 6), is intended primarily for social studies teachers at the elementary level (4-6). It is to be used in conjunction with the Essential Performance Objectives for Social Studies (January, 1982, Michigan Department of Education). These learning activities, developed and written by social studies teachers, curriculum specialists, and representatives from institutions of higher education, highlight the fact that a number of different techniques and approaches, depending upon the grade level and developmental stage of particular students, can be used to implement the ESSENTIAL OBJECTIVES.

The illustrative learning activities are intended as a resource for teachers, who may use them as they are written, as a model for developing other appropriate learning activities, and as a means of developing sequential and logical social studies curriculum for their own schools.

These illustrative learning activities should:

a. Be used as resources for social studies teachers.

b. Help new teachers or teachers reassigned to teach social studies after years of teaching in other subject areas.

c. Help teachers in their efforts to develop within their existing programs significant activities appropriate for the ESSENTIAL OBJECTIVES.

d. Encourage social studies teachers to expand, to improvise, and to develop curriculum by providing stimulating and exciting activities.

e. Clarify for parents, board members, and others in the community the kinds of learning activities suitable in social studies classrooms.

Phillip E. Runkel
Superintendent of
Public Instruction

1983

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INTRODUCTION

Improving the Quality of Teaching and Learning in the Classroom

1. Purpose of Social Studies Education

In Michigan we are, according to the State Board of Education's approved Rationale for Social Studies Education, educating students for democratic citizenship.[1] There is a consensus among educators that students should be prepared to assume active roles as intelligent citizens and decision-makers in a free, just and democratic society. Therefore, instruction should be provided which enables students to become self-reliant and independent, to think and reason logically and sensibly, and to be able to make just and rational decisions. Students should be encouraged to achieve their finest potentialities. Furthermore, students should be developing insights with respect to the basic premises of our democratic society. They should, consequently, acquire those skills which will help them participate effectively in society as worthwhile citizens.

Concern is often expressed by the American public at the national, state and local levels that schools are not adequately preparing students to deal intelligently with the complexities of a modern and changing world. Too few of our students seem able to cope with personal and societal problems, and they assume either passive or nihilistic roles rather than active and responsible roles in society.

2. Major Responsibilities of Teachers

The major responsibilities of teachers include the task of providing positive learning experiences for students within their classrooms, of encouraging students to take advantage of learning opportunities beyond the classroom, and of performing effectively in their roles as teachers. Students, if they are well taught, will want to learn. Also, they will aspire to performing at their highest level of achievement. Learning is a continuous process which may occur consciously or it may occur unconsciously. Good learning experiences are those which enable students to acquire factual knowledge and to learn how to learn. In searching for meaning and understanding, students should be able to adapt to a continuously changing environment and to develop and/or acquire values appropriate for a democratic society. Opportunities should then be provided for students to apply what they have learned to ordinary and unique situations. Moreover, effective learning activities should help students identify acceptable patterns of relationships among people and to understand how attitudes, values, beliefs, ideas, and feelings affect their own behavior and how people relate to each other.

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[1] Essential Performance Objectives for Social Studies, Michigan Department of Education, 1982.

3. Approaches to Citizenship Education

At the elementary level, one approach to citizenship education requires that children verbalize the core values believed to be common to all Americans, and in so doing, experience a sense of identification with our society and the values presumed to be unique to our society.[2] For example, some who favor this approach believe that children should be taught that George Washington and Abraham Lincoln were outstanding statesmen of our country. They would be accepted by the children as heroes and emulated for their courage and achievements. Thus, children would identify with the shared traditions of our American society.

At the secondary level, another approach focuses on the study of persistent social, economic, and political problems in our society at the local, national and global levels.[3] Proponents of this approach contend that the problems studied should not only be current, but also relevant and significant and that students should regard them as important and worthwhile for consideration. An example of appropriate types of problems to study would include: poverty, education, representative government and crime. The major reason advanced for studying persistent problems is that, by so doing, students would develop an understanding and concern for those critical issues which affect their personal and societal freedoms. This approach, it is thought, would provide students with opportunities to develop skills for investigating and learning about the core values of our society and the larger global community.

Another approach emphasizes the importance of students acquiring decision-making skills. A citizen in our society is constantly confronted in his/her private life with questions such as: "How can I make a wise decision?" It is suggested, by those favoring this approach, that experiences should be provided which would enable students to become involved in activities which would help them develop critical thinking skills such as defining a problem, gathering and analyzing data, hypothesizing, evaluating the process and making wise decisions.

4. Present State of Affairs: Students, Teachers and Schools

Students of today are different than students prior to World War II, before the atomic bomb, television, and computers. They are confronted with innumerable problems such as changing family roles, divorced parents, separated families, drugs, unemployment, depression, inflation, and rising costs of education. Teachers, too, are faced with innumerable problems such as discipline, physical safety, job security, and conflicting opinions as to what should be taught.

As the Committee worked on this illustrative learning activities document, they recognized that too many schools in our society are confronted with problems such as declining enrollments, lack of community support, and a lack of creative and productive leadership.

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[2] Donald W. Oliver, "Educating Citizens for Responsible Individualism 1960-1980," Citizenship and a Free Society: Education for the Future, edited by Franklin Patterson (Washington, D.C.: National Council for the Social Studies, 1950), pp. 201-213.

[3] Ibid, p. 201-227.

4.1 Declining Enrollments and Back to the Basics Emphasis

Because of declining enrollments, schools are often closed in spite of community resistence. The high cost of utilities, maintenance, and personnel makes it prohibitive to continue offering programs in schools with limited student populations. The effect upon teachers is demoralizing. Often teachers are reassigned on the basis of "seniority" and feel ill-prepared and insecure in accepting teaching assignments in content areas they are inadequately prepared to teach. This results in strained relationships among staff members. In a few school districts, efforts are made to help prepare teachers for their new assignments. However, in many cases, the teachers too often rely heavily upon a single textbook, trying to keep one lesson ahead of the students.

At the elementary level, frequently, little instruction is provided in social studies and more time is allocated for instruction in reading and mathematics because of community pressure and/or competency level testing in only these two areas. The secondary teacher, possibly unaware of the major responsibility of social studies for the development of democratic citizenship or lacking expertise for providing instruction in an interesting and exciting manner for the students, assigns the reading of one chapter after another in a rather boring and unenthusiastic manner.

4.2 Disciplinary and Related Problems

Some parents and other members of the community may feel that the schools are not "properly educating" and disciplining students. Citizens, furthermore, may feel that teachers can and should do a better job of teaching. In such instances, they may regard schools as unsafe places for their children since teachers and administrators appear to be confronted with insurmountable disciplinary problems. Drugs, alcohol, knives, and even guns are a part of the culture of many schools. Racial tensions, gangs, habitual truancy, and sexual harassment are additional problems which confront schools. The community may feel that schools have failed since these problems exist.

According to some parents, if teachers and administrators were "dedicated" and committed to teaching children and young people, most of these problems could be eliminated. At the same time, some teachers may think that parents are uncooperative and do not assume their share of responsibility in disciplining their children. There is agreement in both groups, however, that children today are difficult to manage which may, in part, be due to changing cultural norms and values.

4.3 Lack of Preparation Time

Teaching is very demanding; it is not easy. Often, teachers are not given adequate preparation and planning time to develop and organize lessons which would insure optimum learning in the classroom. Elementary teachers have the responsibility for teaching not only social studies but classes in all content areas. Generally, their schedule includes less than one hour a day for preparation. During this limited amount of time, it is impossible to develop curriculum materials; plan lessons, work with students, meet with parents and other teachers; correct papers; and perform the myriad of tasks required.

Secondary teachers are confronted with some of the same problems plus additional ones such as not enough time for adequate planning and preparation for at least two or more different content courses.

4.4 Need for Inservice Education, and Resources and Support

Teachers must have time to plan thoroughly and participate in worthwhile inservice education programs if they are to help students learn and if they are to change classrooms into exciting learning environments. Teachers should be provided with basic and supplemental materials and human resources to aid them in doing their best for students. Also, teachers should utilize the home and the community environments within their instructional plans. Many types of resources may be used to create more effective classroom instruction. Only then will teachers not rely on a single textbook and avoid the use of teaching approaches which emphasize very insignificant learnings.

4.5 Need for Recognition and Support

Teachers should be recognized and supported for outstanding performances in the classroom. Many excellent teachers feel that no one really appreciates their efforts in the classroom which includes excessive demands on their time for additional planning and preparation.

4.6 Need for Creative and Productive Leadership

If teachers need help in improving their classroom behavior, the administration and community should provide the necessary programs for professional development. These programs should be planned and organized together with teachers and administrators in an atmosphere of mutual respect and commitment to the improvement of teaching.

The problems described above exist, they cannot be ignored. The Learning Activities Development Committee perceived that, in spite of the difficulties in the schools, some efforts can be made to improve the quality of teaching and learning. These illustrative learning activities have been developed to assist teachers in their efforts to provide high quality instruction. Successful instruction is most likely to occur in an environment which takes into consideration the reality of existing problems and difficulties described above.

5. Improving Social Studies Instruction

If social studies instruction is to improve within schools, teachers must select and use appropriate and effective teaching strategies and learning activities.

5.1 Teaching Strategies

Teaching strategies are generally procedures that teachers may use to help students achieve stated objectives. Learning activities, on the other hand, emphasize the role of students--what they do, how they do it, and why they do it.

John U. Michaelis, in the fifth edition of Social Studies for Children in a Democracy, presents a teaching strategy for comparing and contrasting.[4] The purpose of this strategy is to help students clarify what is to be compared, then to identify the similarities and differences, and finally to summarize the similarities and differences. The three components of this strategy are: procedures, focusing questions, and illustrative applications. The first procedure involves the clarification of what is to be compared, that is, identifying comparable features. The focusing questions may be: What did you see? What did you read? What features did you notice? An illustrative application of this strategy may be a study of the urban problems in two cities. The next procedure deals with identification of the similarities and differences. How are they alike? How are they different? The application may involve the continued study of urban problems in two cities. Which urban problems do both have? What special problems does each one have? The final procedure summarizes the similarities and differences, using focusing questions such as: What are the major likenesses? What are the major differences? Finally, in applying the information, the students can summarize how the two cities are similar and how they differ.

5.2 Learning Activities

Numerous learning activities have been developed for teacher use. Basically, learning experiences are designed to involve students in thinking about and using content. Making a map of Michigan, studying the various routes taken by the early pioneers who settled in Michigan, asking questions about life in Michigan during the early 1900's, taking a trip to Greenfield Village in Dearborn, writing a poem about the early pioneers in Michigan, watching a film about the economic growth of Michigan, participating in a play about Michigan, and many other comparable activities are examples of learning experiences.

Using a variety of learning activities can be one of the teacher's most effective tools in trying to combat learner apathy in the classroom. It appears that a unique or different approach to learning, at least temporarily, can create greater responsiveness on the part of the learners and they will generally react with more energy, enthusiasm and resourcefulness. Using different activities should be determined, however, not solely because of their novelty but because the activities will be exciting vehicles for the realization of teacher and learner goals.

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[4] John U. Michaelis, Social Studies for Children in a Democracy: Recent Trends and Developments (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), pp. 195-96.

5.3 Selection of Appropriate Learning Activities

There is no one way of teaching that will be effective for all students. Certain types of learning activities may work well with particular students and some learning activities may not work well. Teachers have different teaching styles and students have different learning styles. The decision to use particular learning activities is generally dependent upon the teacher's academic and professional backgrounds; their willingness to experiment in using different methodology, strategies and techniques; and their support from teaching colleagues, administrators, parents and others in the community. Also, the decision should be based upon the needs, interests, and abilities of the students and the instructional objectives to be satisfied. In determining which learning activities are most appropriate, these factors should be seriously considered in planning classroom experiences.

Most important, the learning activities included in this document should be extremely helpful to teachers and teams of teachers as they are planning social studies lessons for their particular classrooms. Some of these activities can be used as they are stated; others can be used with some modification. Teachers might develop additional activities, following the format used in this document.

5.4 Guidelines for Selecting Learning Activities

There are certain guidelines to follow in selecting appropriate and effective learniag activities for students. It is important that the activities provide, in fact, an opportunity for the learners to practice the kind of behavior implied by the objectives. Furthermore, the learning experiences should be within the range of possibility for the students involved and appropriate to their interests, needs and capabilities. It should also be noted that there are a number of learning activities that can be used to attain the same instructional objectives and that the same learning activity may satisfy several instructional objectives.

6. Essential Performance Objectives for Social Studies

A number of teachers from various areas of Michigan, representing different grades, participated in the development of these illustrative or sample learning activities which are based upon the Essential Performance Objectives for Social Studies. The student learning objectives were divided into three classifications: attitudes, knowledge and skills.

6.1 Attitude Objectives

Attitude objectives are extremely important in social studies instruction. Such objectives are those associated with feelings, interests, beliefs, and values. Learners cannot be forced to accept a particular attitude and/or value. Only when learners have developed new insights, deeper understandings, and satisfaction in a given situation may there possibly occur changes in beliefs, attitudes and values. It is hoped that the attitude learning activities in this document will help students develop those insights, understandings, and satisfaction that lead to "just relations among people and institutions."

A commitment to core democratic values should be obvious in teachers' behaviors, the atmosphere in the classroom, and the social studies curricula. Social studies instruction cannot focus on attitudes and values in a vacuum. Students will learn to value love and justice to the degree that they are being loved and treated justly.

6.2 Knowledge Objectives

The knowledge objectives deal with the acquisition and understanding of information. It is, however, more than merely recalling or remembering facts. It is knowledge which helps learners develop understandings and insights. Students should have opportunities to apply what they have learned to new situations, synthesize information to form new and creative ideas, and to make judgments about the value of knowledge for a specific situation or purpose. The knowledge acquired should be functional and contribute to the development of significant and relevant understandings and insights, values, and skills which will foster good citizenship. Knowledge should not be valued as an end in itself. That is, information is important as a part of the total process involved in thinking and problem solving.

Teaching in the social studies should be concerned with instrucion which leads to a high degree of learner involvement in the learning process. Value conflicts are a recognized characteristic of our society; students should develop skills in coping with conflicts. The diversity of our people, in terms of origin and beliefs, has promoted competing political, economic, and social viewpoints. Diversities also exist because of age and sex. Conflicts and incompatibilities which arise should be exposed and opened to rational study and resolution.

6.3 Skill Objectives

The final classification of objectives deals with skills: gathering, analyzing, synthesizing, and presenting information skills; socialization skills, and decision making skills. To think, students should use their reasoning power not only to examine and interpret information, but also to analyze, organize, synthesize, and apply knowledge logically and creatively in a variety of settings. Young people need to be involved in problem solving situations.

7. Curriculum Development and Instructional Methodology

It is not intended that this set of learning activities will be sufficient by itself to bring about improved social studies education in Michigan schools. Curriculum directors, administrators, professional staff development directors, teachers and students will need to use these materials as a part of their own curriculum and instructional program development process. It will be necessary for local school districts to consider how to proceed in reviewing and revising their social studies program. This will include resolving questions related to developing and/or revising their district's K-12 philosophy for social studies education; reaching consensus as to scope and sequence matters; developing and/or updating curriculum guides; selection of instructional materials; inservice education needs of staff which focus on instructional improvement and implementation of the revised social studies program; and, evaluation of program which includes student assessment.

7.1 Scope and Sequence

In the Essential Performance Objectives for Social Studies, a scope and sequence program is suggested "as a reference point" for school districts involved in the development and improvement of their programs. (See Appendix C)

Research in learning has revealed findings which can contribute to more effective teaching and greater learning although sometimes the results of such research are ignored and set aside by teachers and curriculum designers. It does take thorough planning and courage on the part of teachers and curriculum planners to be selective as to what content to teach. Everything cannot be taught nor covered. Therefore, that which is selected should be significant and appropriate.

7.2 Spiral of Conceptual Development

There are some similarities between the sequence recommended for social studies education in Michigan (See Appendix C-1) and that which was formulated by the late Hilda Taba during the early 1960's as she worked with teachers in Contra Costa, California.[5] Taba's "spiral of concept development" stresses a scope and sequence program which includes concepts such as cultural change, cooperation, and interdependence as organizing elements or threads interwoven throughout the curriculum from the first grade level through the sixth grade level. Furthermore, these organizing elements are developed from the simple to the complex, from the general to the specific, and from the concrete to the abstract.

At the first level, "Family Members--Structure and Roles and Family," the concepts are developed at the simple, general and concrete levels as outlined by Jean Piaget in his theories on the growth and intellectual development of children. At the 6th grade level the same concepts are greatly elaborated -- much more complex, specific, and abstract -- than at the first five levels. Again, the social and intellectual maturation of the students should be seriously considered as learning activities and experiences are selected.

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[5] Hilda Taba and James L. Hills, Teacher Handbook for Contra Costa Social Studies: Grades 1-6 (San Francisco, California: San Francisco State College, 1965), pp. 1-28

7.3 Curriculum Guides

Curriculum guides, courses of study, lists of suggested topics, and/or textbooks generally determine units of work to be studied in social studies classrooms. Some experienced teachers develop and use curriculum guides for more effective teaching. A curriculum guide is more detailed and precise than a course of study. The content for study and the learning activities in the curriculum guide are presented in an orderly manner, for an in-depth study of relevant concepts and generalizations. The course of study is a general statement, approved by a board of education, which contains the philosophy of the school district, the education goals and instructional objectives, and the prescribed content to be taught (See Appendix F-1).

The curriculum guide is designed to help with the development of a total learning experience for students which extends over a semester or full year. Organized, careful thinking and planning is necessary for productive teaching and learning. The curriculum guide is actually a plan made up of a number of teaching units for class work. It should, furthermore, reflect recent developments and trends in social studies education such as the interdisciplinary approach, inquiry based instruction, presentation of a model for in-depth study, use of multi-media, use of simulation and role playing activities.

The major components of the curriculum guide are: content and the organization of that content; concepts and generalizations; attitude, knowledge and skills objectives; initiatory, developmental and culminating (evaluative) learning activities; and an annotated bibliography of resources for teachers and students. The "why" and "how" of teaching should be implicit in the guide. The components, as they are developed, should be interconnected and consistent with district and school goals and objectives, and the prescribed course of study.

In implementing the curriculum guide, teachers should present the learning process in understandable terms to the students. The students should constantly be aware of the educational goals and instructional objectives of the experiences, the "WHY" of what they are doing and the "HOW" they are accomplishing the goals and objectives. The learning experiences in the classroom should be congruent with well planned and organized goals and objectives, content, and concepts and generalizations.

The recommended scope and sequence for the State of Michigan and the essential objectives should be very helpful, along with the illustrative learning activities, in developing effective curriculum guides for classroom use.

7.4 Types of Questions and Questioning Techniques

An important aspect of inquiry based instruction related to the types of questions used by teachers. The effectiveness of these learning activities is dependent upon the thoroughness of planning and upon the quality and nature of the questions which are asked by the teachers and the students.

Questions asked to promote convergent thinking are different from those which promote divergent thinking. Divergent types of questions are those which emphasize the search for many possible solutions, thinking in different and novel directions, and the ability to go off in unique directions of thought. Divergent types of questions are those for which there is no single answer, whereas, in convergent questioning there is a short answer or yes/no response.

Questions may also encourage intuitive type thinking, that is, thinking which is based on guessing, making hunches, and even jumping to conclusions. Other types of questions can lead to inductive and deductive reasoning. To develop inductive thinking, students should have opportunities through questioning, to generalize from a series of specific data. Social studies generalizations may be developed effectively through inductive reasoning. Deductive thinking involves reasoning from a given set of premises to the specific or from general overall assertations to a logical conclusion.

An example of a question leading to convergent thinking is: "What are the provisions of the Social Security Act?" A question emphasizing divergent thinking is "What is the best way to finance public schools?" Students are encouraged to make inferences and generalizations; in regard to the divergent types of question and there are many possible answers to divergent questions.

Questions can be classified in a number of ways. Most of the classifications are based on Benjamin W. Bloom's Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain.[6] The first and lowest level of the taxonomy is knowledge, then follows comprehension, application, analysis, synthesis, and the last and highest level, evaluation.

An example for each classification is:

1) Knowledge: Who was the first governor of Michigan?

2) Comprehension: What were the effects of the Tennessee Valley Authority project on the economy of that area?

3) Application: What are some possible ways to diversify Michigan's economy?

4) Analysis: Why did Senator Joseph McCarthy of Wisconsin gain so much power during the beginning of the 1950's?

5) Synthesis: What are some of the reasons for economic problems during the 1980's?

6) Evaluation: Should compulsory school attendance be eliminated in the public schools?

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[6] Benjamin S. Bloom et al., eds., Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain (New York: David McKay, 1956), pp. 201-207

Lower level questions or questions which ask students to recall information or to describe data are often overused in the classroom. The Michigan Essential Performance Objectives for Social Studies should help the teacher determine the kinds of questions to be asked by students and teachers. Higher level types of questions such as explanatory, synthesizing, judgmental, and open-ended ones should be used as often as possible by teachers.

Different types of questions are suited for different purposes, depending upon the stated objectives. Questions should involve students with various significant processes in reasoning, from the simple to the complex. Student questions and teacher questions, of course, should be based upon the goals and instructional objectives.

7.5 Inquiry Based Instruction

Inquiry based instruction is emphasized in many of the learning activities included in this document. It is recommended in current professional literature that inquiry based instruction should influence curriculum developers in determining how to present content within the classroom. Student involvement and interaction with the content are important aspects in inquiry based instruction. Content, however, should not be an end in itself. Students should be encouraged to use the same intellectual operations of thinking that they would use if they were involved in problem solving. The learners should be provided with opportunities to interact with the content for the purpose of acquiring meaningful knowledge, values, and skills. Since another characteristic of this strategy involves students finding out for themselves (discovery), the process is more time consuming in the classroom than the "telling" teaching technique which is better suited for "covering and sometimes burying larger amounts of content in shorter amounts of time."

Teaching students to think critically takes time. Of course, it takes less time to plan lessons which involve telling students that they are either right or wrong and then to present reasons for the correct answer. However, the latter type of teaching does not promote critical thinking, independence of thought, nor the development of significant insights by students. Moreover, classrooms under these circumstances become boring and uninteresting for students.

8. Basis of Democratic Citizenship

In summary, if students are to think freely and clearly about persistent problems, if they are to feel empathically and deeply about people who are denied human rights and equality of opportunity, and if they are to make wise and just decisions in social, political and economics areas, teachers need to provide instruction that is important, relevant, interesting, exciting and meaningful for students.

Grace Kachaturoff
University of Michigan-Dearborn

MAJOR STRANDS (GOALS) FOR SOCIAL STUDIES

EDUCATION IN MICHIGAN

Attitudes

Develop an awareness and concern for the rights and well-being of others.

Develop a positive self-concept which includes respect for their own cultural background.

Develop an understanding of and respect for people belonging to cultures other than their own.

Develop a reasoned commitment to the principles and values which sustain a democracy.

Develop the attitudes necessary for effective participation in society and government.

Knowledge

Understand the rights and responsibilities of citizenship.

Understand the role and function of law.

Understand persistent global issues and the concept of interdependence.

Understand the concepts of culture and cultural pluralism.

Understand the history and present state of their own and other cultures.

Understand economics and economic systems.

Understand how to be an effective producer and consumer.

Understand people and the environment, regions and the spatial organization of society.

Understand the role, purpose, structure and function of government and the political process.

Understand the organization of human societies.

Understand the relationships between individuals and groups.

Skills

Gather, analyze, evaluate, synthesize and present information.

Develop the social skills necessary for effective participation in society.

Develop decision-making skills.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __X__ 7-9 _____ Type of Objective: Attitude __X__ Knowledge ___ Skills ___ STRAND: 1. Develop awareness and concern for the rights and well-being of others. OBJECTIVE: a. Show concern for well-being and dignity of others.	Have students write their names on a slip of paper. Place all slips in a box. Allow students to select a slip for a "Secret Pal." Explain that the object of this activity is to do helpful tasks for the "Secret Pal." Leave special messages or little trinkets for the duration of the activity WHILE BEING ANONYMOUS. Allow students to help decide how many days the activity should run. At the end of the activity ask individual students to guess who their "Secret Pal" was and why they thought it was the person they named. Discuss and evaluate the activities.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __X__ 7-9 _____ Type of Objective: Attitude __X__ Knowledge ___ Skills ___ STRAND: 1. Develop awareness and concern for the rights and well-being of others. OBJECTIVE: b. List the mental and physical characteristics we should be aware of in others.	Discuss mental and physical characteristics and attributes with students. Write a general list on the chalkboard. Use yourself as an example and establish some physical and mental characteristics. Allow children to add others. Ask students to describe themselves and others in this way: CHARACTERISTICS This information should provide a valuable insight for the teacher about what students perceive.	

NAME	MENTAL	PHYSICAL
CHARLES	Artistic	Blond Hair
JANE	Loves Books	Freckles

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ **Type of Objective:** **Attitude** X **Knowledge** ____ **Skills** ____ **STRAND:** 2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own value ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: a. Identify one's perosnal values in the contexts of family and peer values.	Have students complete survey sheets, "My Favorite _____." ACTIVITIES | FOOD | PEOPLE | ANIMALS Have students ask family members to complete similar survey sheets. Chart results as follows: NUMBER SIMILAR | NUMBER DISSIMILAR Activities Foods People Animals	Survey sheets Family members

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 2. Develop a positive self-concept which includes an awareness of one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: b. Identify personal behavior and learning that contributes to feelings of self-worth.	Have students write a short narrative about something that happened to them or to someone else that resulted in them "feeling good about themselves." The "someone else" could be a friend, a family member, someone read about, or someone seen on television. Have narratives shared with class members.	Television Newspapers Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ **Type of Objective:** **Attitude** X **Knowledge** ___ **Skills** ___ **STRAND:** 2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: c. Identify criteria for judging individual actions	Present the students with the following situation: Everyone in Decibelville agrees the town is too noisy. Some citizens think rules or laws should be passed to cut down on the noise. The noise pulluters include: 1) jet planes, 2) fire and police sirens, 3) people shouting, 4) construction machines, 5) horns on vehicles, 6) noisy city buses, 7) musicians performing in the streets, and 8) hot rods. List on chalkboard, criteria for deciding fairness of laws or rules: i.e., Who does it benefit? Divide the class into small groups of three or four students per group. Instruct the groups to draft laws to make Decibelville quieter. One person in each group should record the laws. A member of each group should read the proposed laws to the class. Class members should discuss the following questions when considering the necessity of the laws drafted. 1) Are the laws fair to everyone? 2) Who will benefit from the law(s)?	Dictionary

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ **Type of Objective:** **Attitude** X **Knowledge** ___ **Skills** ___ **STRAND:** 2. Develop a positive self-concept which includes an awareness of one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: d. Show respect for one's own heritage and background.	Introduce and show filmstrips, and other materials depicting contributions of ethnic groups in America. Afer viewing materials, have students complete the following chart. Make sure that every ethnic group within the class is represented on the chart. Individual Contribution Generalization Divide students into groups. Have each group select one individual to research in depth and report to class in terms of how this individual's contribution affects life today, and themselves.	"Minorities Have Made America Great" Parts 1 and 2, Warren Schloat Productions (source).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: a. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.	1. Divide the class into four groups and distribute a prepared paragraph to each group. Each paragraph will describe a specific environmental location such as a tropical area, a moderate climate area, the Yukon territory, or desert area. 2. The groups will then determine the needs regarding shelter, securing of good, clothing, and work patterns for the location described in their paragraphs. 3. Each group will list the ten requirements necessary for survival and how people in that environment might meet them. 4. Have the groups write the lists on the chalkboard. 5. Discuss the commonalities and differences in each of the lists. 6. Note that the needs of all people are similar regardless of belief and/or behavior. The way in which people satisfy the basic needs differs. 7. Discuss the possible stereotypes which may be presented after each group report.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: b. Identify people worthy of emulation and the reasons for doing so.	1. Ask students to name people who are doing admirable things for others, for their country, and for their friends and families. 2. Have students locate pictures of these people with some personal facts about them to display on the bulletin board. Students could use a camera, go on a walking field trip in community in search of citizens they admire. PEOPLE WHO DO ADMIRABLE THINGS 3. Discuss the reasons why these individuals are outstanding. Does it matter which ethnic, racial, religious, or sexual group the individual represents? Why or why not?	Magazines Picture sets in the Library

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: c. Identify ways of avoiding behaviors which alienate others.	1. Read Crow Boy by Taro Yashima to the class. 2. Discuss the following questions with the students: a. Why was the boy originally alienated? b. How do you think he felt? c. What did the teacher do to alleviate this alienation? d. What could the students have done to alleviate this situation? 3. To show the universality of this problem, have the students make collages, depicting people helping other people. Have the students write a central theme in the center, answering the question: "How do you feel when people help you?" WHEEL COLLAGE Magazine pictures	Crow Boy by Taro Yashima published by Viking Press, 1955. This book is about a Japanese boy who suffers from alienation through six years of school. He is different from his classmates and is treated as a loner. However, his sixth grade teacher befriends him, and through an act in the school talent show, his classmates begin to befriend him also. Materials: construction paper magazines markers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __X__ 7-9 _____ Type of Objective: Attitude __X__ Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: d. Identify beliefs and values of other persons and groups.	1. Have the students interview an individual from their family or neighborhood who was not born in the United States. 2. Interview students asking questions such as those examples provided. a. Why did you come to this country? b. In which county were you born? c. How did you celebrate your birthday in the country of your birth? In the United States? d. How do you feel about the schools in this country? Why? e. What do you miss most about the country of your birth? f. If your family is not with you, would you like them to come here? Why? 3. The students will share their findings with each other. Possibly one or more of the individuals interviewed might by invited to the class for further questions and discussion about their cultural heritage. Sometimes these individuals might be able to bring slides and/or artifacts to share with the students.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ **Type of Objective:** **Attitude** X **Knowledge** ___ **Skills** ___ **STRAND:** 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: e. Interacts with others of varying backgrounds.	Invite students from a nearby school which is located in an ethnic neighborhood to spend the day with the class. The guests would experience the regular school day with their student hosts and hostesses. At the end of the school day, the host school could plan a small party and discuss similarities and differences in the school rules, curricula, and extra-curricular activities as well as customs and practices relative to the ethnic groups represented. The students might plan to exchange art work, creative writing, and projects with each other as well as establish "pen pals". It might be possible for the students in the host school to invite one guest to dinner. Arrangements would have to be made for student transportation. Another arrangement for a two-way exchange: Half of each class serves as host at the home school while the other half of each class exchange and guests. Each class, then, has had a common experience during the same day.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __X__ 7-9 _____ Type of Objective: Attitude __X__ Knowledge ____ Skills ____ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic background.	A way to examine discrimination and its impact is to study the effect of discrimination on students because of their age. Ask students to list all the things that they cannot do because of their age. List all of the phrases that remind them of their differences: Examples: a. "When you get older..." b. "My, how you've grown!" Ask students to write down how they feel about being treated as young children. Parents can be asked the same questions. How does it feel not to be a child anymore? They have to pay the full price for movies. They have to work. Discuss phrases that remind them of differences. Examples: a. "We have to pay full price..." b. "We have to work." Lead a class discussion asking questions such as the ones provided. 1. What examples of discrimination have been identified? 2. To what extent does this descrimination seem to be motivated by prejudice? 3. To what extent does discrimination on the basis of prejudice seem to be disappearing? 4. In the case where the discrimination and/or prejudice is practiced against you, how do you feel about it?	Weinland, Thomas F.P. and Protheroe, Donald W. SOCIAL SCIENCE PROJECTS YOU CAN DO. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1973. pp. 25-26.

continued

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __x__ 7-9 _____ **Type of Objective:** **Attitude** __X__ **Knowledge** ___ **Skills** ___ **STRAND:** 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic background.	"Finally, of all the types of discrimination mentioned, consider that your age will change. You will grow up. Discrimination on the basis of your age will then stop. But, no other characteristic against which there is discrimination can change." How do you think people affected feel about that?	Weinland, Thomas F. P. and Protheroe, Donald W. SOCIAL SCIENCE PROJECTS YOU CAN DO. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1973. pp. 25-26.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __x__ 7-9 _____ Type of Objective: Attitude __x__ Knowledge_____ Skills _____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: a. Accepts the rights and responsibilities of classroom citizenship.	Have the students assist you in developing a list of tasks that need to be done either daily or at least weekly. Discuss with the students the importance of each task. Discuss with the students that important tasks are responsibilities that must be met. Develop a plan for meeting the responsibilities. Make certain the students are aware that the teacher and each student has rights and responsibilities.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __x__ 7-9 _____ Type of Objective: Attitude __x__ Knowledge ____ Skills _____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: b. Respect and support the role and function of rules in the community.	Have students identify aspects of the school day that are working particularly well. Discuss why each aspect is good and discuss ways to insure that each remains good. Explain that it may be helpful to have a few written rules to remind everyone of the behavior essential to keeping the really good things flourishing. Once a set of rules have been written, ask the class to choose the two or three most important rules and make them short and simple so they can be learned easily and shared with the rest of the school. Have the students identify some rules in their communities shown by signs regulating traffic. Point out to the students that the purpose of these laws is to protect the safety, peace, and property of ourselves and others as well as our rights and privileges.	Monographs "You and the Law." State Bar of Michigan 306 Townsend Street Lansing, MI 48933 (517) 372-9030 "A Recommended Guide to Students' Rights and Responsibilities in Michigan." Office of School and Community Affairs, Box 420 Michigan Department of Education, Lansing, MI 48902 (517) 373-3260

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 x 7-9 ____ Type of Objective: Attitude x Knowledge ____ Skills ____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: c. Respect the right of all to present different points of view in the classroom and community.	Have students identify some jobs and discuss why each job is needed. Have students choose the three jobs they feel are most important and tell why they feel as they do. Point out that not everyone feels the same way about what is important. Emphasize to the students that it is acceptable to disagree about what is important and for each person to express why he or she feels it is important. Tell them that it is also acceptable to change one's mind about what is important if others offer convincing reasons.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: a. Recognize and encourage ethical and lawful behavior in self and others.	Role play the planning, carrying out, apprehension and consequences of shoplifting. Assign students to such roles as 1) student shoplifter, 2) friend of shoplifter, 3) adult witness, 4) innocent student witness, 5) retailer, 6) store detective, 7) policeman, 8) parents. Discuss: the reasons people shoplift the rights of retailers the responsibilities of witnesses the potential consequences of shoplifting (cost, character and attitudes of shoplifters, retailers, witnesses) ways to discourage shoplifting.	Shoplifting: The Losing Game, film from Universal Education and Visual Arts (S,T). Everything Has a Price, pamphlet from Illinois Retail Merchants Assn. (T). Product Safety, It's No Accident, pamphlet from the U.S. Product Safety Commission (S,T) Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: b. Give reasons for and follow rules and laws.	Provide students with information on local and state laws involving pedestrians and bicycles, pedestrians and bicycle accident data and bicycle theft data. Have each student prepare a written report 1) describe a personal example of careless observance of traffic laws and/or care of personal possessions 2) explain the reasons why traffic and property laws should be obeyed 3) suggest ways to encourage more careful, more conscientious behavior among students. Assign groups to prepare posters, displays, or skits to encourage more responsible behavior.	Economics Can be Elementary, jumbo activity cards from Sandra Schurr Publications (S,T). Little Leon the Lizard, pamphlet from Toy Safety Curriculum, U.S. Consumer Product Safety Commission (S). Bike-Wise to be Sure, film from Centron Educational Films (S,T). Product Safety, It's No Accident, pamphlet from U.S. Consumer Product Safety Commission (T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: c. Participate in class elections and the making of rules for the classroom.	Have class react to a list of logical and illogical duties as to which would be appropriate duties for class officers. Lead discussion to help students recognize: 1) which classroom duties could be a student responsibility 2) that some duties require specific knowledge and attitudes to be done well 3) which offices with what duties are appropriate for the class. Divide class into groups, each group to serve as a nominating committee, stipulating that no committee may recommend one of its own members, and that each person nominated should be recommended by a majority as being qualified for the office. Prepare a composite slate of all nominations. Discuss campaigning for office, and the ways people react to different campaign techniques. Permit class to decide what types of campaigning to use to select class officers.	A Standards Guide for Young Adults, pamphlet from the Standards Council of Canada (S). Let the Buyer Beware, filmstrips and cassettes from Eyegate House (S,T). Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T). Master Curriculum Guide, Part II: Strategies for Teaching Economics, Intermediate level (Grades 4-6) from the Joint Council on Economic Education, $6.00.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: d. Identify inequitites and/or injustices in the classroom and peer-group activities.	In class discussion, prepare a list of occurrences which students perceive as unfair, and introduce these ideas: the fact of differences in size, age, talent and authority occurs throughout life and must be accepted there is more than one way to look at every situation unfair use of greater size and authority can be addressed in either constructive or unproductive ways . Have groups prepare skits to illustrate that there are different perspectives in every situation and to recommend how to handle specific situations in a more equitable way an older, larger student tells you to go get something for him from his locker "or else" a teacher makes the whole class miss recess because someone tipped over the aquarium while she was out of the room and no one will tell who did it the same few children are always chosen last when the class divides up into teams	You Are Important, learning unit with transparencies, Paul Amidon and Associates (S,T). Economics Can be Elementary, jumbo activity cards from Sandra Schurr Publications (S,T). Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T). Master Curriculum Guide, Part II: Strategies for Teaching Economics, Intermediate level (Grades 4-6) from the Joint Council on Economic Education, $6.00, (T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: e. Identify responsibilities people have to their community.	Present specific examples of local problem situations which can illustrate the relationship between personal responsibility and community benefit bicyclists ignoring traffic laws local park littered with trash attempts to avoid jury duty.	Our Values, filmstrips and cassettes from Westinghouse Learning Corp. (S,T). Foundations of Citizenship -- books one and two by Bernard Shawn from Frank Richards Publishing (S,T). Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T). Elementary Economist, periodical from National Center of Economic Education for Children (T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: a. Identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution.	1. Examine and discuss Principles #1-10 of "The Declaration of the Rights of the Child" in terms of how they match the rights and liberties guaranteed in the Constitution. 2. Have students examine newspapers to locate examples of: -a right being adhered to -a right being violated 3. Have students relate the examples to a particular right.	A copy of the Constitution of the United States Declaration of the Rights of the Child Newspapers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: b. Understand situations in which rights have been denied various groups and individuals. 55	1. Discuss the definition of prejudice as: -the disregard of, or failure to honor, a person's rights. After viewing selected filmstrips, students will discuss: a. Whether a particular group suffered from prejudice. b. In what form the prejudice existed. c. The effect prejudice had upon the group. Retrieval Chart: GROUP | FORM OF PREJUDICE | EFFECTS OF PREJUDICE	Heritage of Afro-American History Filmstrips Minorities Have Made America Great Filmstrips What is "Prejudice" Film American Indian: A Dispossessed People Filmstrip Dictionaries Newspapers Magazines Television Drama, News, and Documentary 56

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3_____ 4-6 X 7-9_____ Type of Objective: Attitude_____ Knowledge X Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.	Divide students into groups of three or four. Have groups examine the booklet, "People Have Rights! They Have Responsibilities, Too." Ask groups to watch television programs and/or look through daily newspapers to identify situations in which an individual's rights are in conflict with those of another individual or with the rights of a group. Have students/groups share their observations in terms of: -identification of the situation -identification of the conflicting right/s -identification of the solution -suggested alternative solution	"You And The Law." 1975 Monograph prepared by: State Bar of Michigan, 306 Townsend Street, Lansing, MI 48933 Telephone: (517) 372-9030 "A Recommended Guide to Students' Rights and Responsibilities in Michigan." Michigan Department of Education, Office of School and Community Affairs Box 420, Lansing, MI 48902 (517) 373-3260 "People Have Rights! They Have Responsibilities, Too."

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __x__ 7-9 _____ Type of Objective: Attitude _____ Knowledge __x__ Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: d. Understands the differences between stated rules and actual practices in family, school, and peer-group activities.	Have the students select a classroom or school rule that is frequently broken. Have the students assist in identifying circumstances that existed when the rule was broken. Have the students examine the circumstances and draw conclusions as to whether or not it was ever justifiable to break the rule. Have the students discuss the reasons why the rule must be briefly stated and cannot list all the exceptional circumstances that might justify breaking the rule. Have the students examine the wording of the most frequently broken rule and discuss whether a change in wording can make the rule more practical.	

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<th>OBJECTIVE</th>
<th>ILLUSTRATIVE LEARNING ACTIVITY</th>
<th>RESOURCES</th>
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Level:
K-3_____
4-6 X
7-9_____

Type of Objective:
Attitude_____
Knowledge X
Skills _____

STRAND:
1. Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE:
e. Understand and support the right of all to present different points of view.
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Ask students to watch TV for conflict situations and for cooperation situations -

List: (make retrieval chart)

<table>
<tr><th>CONFLICT</th><th>COOPERATION</th></tr>
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<tr><th>Program</th><th>Nature of Conflict</th><th>Nature of Cooperation</th></tr>
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Discuss methods of resolving conflicts.
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Copies of the Constitution of the United States.
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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 x 7-9 ____ Type of Objective: Attitude ____ Knowledge x Skills ____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: f. Understand the importance of participation in society and governments both as an individual and as a member of a group.	Have the students choose a service project that is of benefit to the community such as beautification of the school grounds. Have the students identify what is needed to complete the project. Form committees to do the various tasks and then as a class discuss the values each felt was gained by involvement in the project.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 __X__ 7-9 ____ Type of Objective: Attitude ____ Knowledge __X__ Skills ____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: a. Understand the purposes for rules and laws.	Inform students that you have a game for today called the "Macaroni Game". Ask if they want to play it. (They probably will say yes.) Then, pass out macaroni. Give each child three pieces. Do not give out any rules for the game. Just say, "Begin!" If students ask what to do, be evasive, perhaps saying, "We'll talk about that later," or "I'm not sure." After several minutes, say, "Stop! Who won?" Allow students who claim to be winners to present reasons for why they think they won. After each student gives his/her reasons, ask the class if they agree with the student who claims to have won. Students will probably say no. At a logical point, announce, "I'm the winner. I'm older, I'm strong, and it's my macaroni." Then proceed to defend your position from the challenges of children, using arguments such as: "That's how games are played." "Well, that's life." "Well, it was my macaroni." "I am strongest." As students challenge, what should emerge from them is the need for rules. As students express that idea, challenge them to give examples as if you are unconvinced. Then press on to having students indicate who makes the rules or laws of our country. Also, probe with questions to see if students can indicate who decides which person is right and when there is a disagreement about what the rules mean in specific cases. Through this whole phase of the discussion, don't give any information. Encourage students to explain what they know and to give examples. Later, their misconceptions can and should be dealt with.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: b. Understand how legal and judicial decisions are made.	Conducting pro-se courts is one way of helping students understand how legal and judicial decisions are made. Pro-se courts are simulations of court proceedings which involve only the three basic court roles of plantiff, defendant and judge. Students are placed in groups of three and each student gets an opportunity to play each role. This role play activity through its simplicity helps students identify the components and bases of legal decisions. Teachers may create their own cases for students to consider or students can bring in situations from cases in newspapers. In some ways, this activity is a readiness/introductory type of activity which helps students at the 4-6 level understand the respective roles of each of the three individuals. At the intermediate grade level teachers should not attempt to have students understand in depth how legal and judicial decisions are made.	Law in the Classroom: Activities and Resources. Mary Jane Turner, SSEC, 1979, p. 69.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: c. Understand how conflicts in laws are resolved.	Following are three outlines which students or the teacher can develop into role play situations which present potential conflict: 1) There's a video arcade about one block from a junior high school. It's open from 9:00 a.m. until 11:00 p.m. Some students have been missing school to go to the arcade. Some parents and school officials want the city to force the arcade owner to not open until the school day is over. The owner claims she can't make a go of the business with reduced hours. 2) There is a convenience store in the neighborhood. There have been many thefts in the store. The manager has placed a sign in the window which says that only two children can be in the store at one time. Many young people who have never caused any problems find this regulation inconvenient, insulting and discriminatory. 3) A gas station across from a senior high school recently went out of business. The owner of the station decided to convert the former station into a small convenience store that sold snack foods, beer and wine among other things. There are many 18 year old seniors in the high school who could walk across the street, buy beer and bring it back to the school area or drink the beer in the store and return to school. School officials, parents and neighborhood residents don't want the store owner to be able to sell beer and wine. The owner, who has already lost his gas station income, feels he can't make a living from a store like this unless he has a license to sell beer and wine. Have students identify and discuss the conflicting issues. They can also act out the situations and possible solutions.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: d. Understand how rules and laws can be changed.	Rules: Discuss with students: 1. How do rules at home get changed? - parent(s) decide - the family votes - change just seems to happen 2. Why do rules at home change? - as children grow older their privileges are extended - children can do more on their own as they get older 3. What values are represented in these rules? - children should learn responsibility by having a chance to exercise it Laws: Explain that laws change through citizen initiatives, congressional initiatives and judicial interpretation. An excellent illustration of the latter method is the "In Re Gault" case which brought about changes in juvenile law and procedures. Have students set up a chart similar to the one below. They can fill in the sections. Rule (List a Rule) | Why (Why is it a rule?) | Value (What value is represented?) Discuss students' responses on the chart.	Laws in the Classroom: Activities and Resources, Mary Jane Turner, SSEC, 1979, p. 67.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __X__ 7-9 _____ Type of Objective: Attitude _____ Knowledge __X__ Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: e. Know the duties of participants in the court.	Have students conduct a mock trial. Before the trial students should discuss the role of court participants. Acting out the trial will give students opportunities to experience the duties of court members. Students can talk about trials that they have seen on t.v. or in movies. A field trip to a court would give students another experience and expand their understanding of court personnel and proceedings. Students can also be assigned to committees to investigate various court roles. If a field trip is planned, you may wish to develop a set of questions so that students have a specific focus during the experience. Student observations and answers to the questions can be discussed when they return to class.	Law in the Classroom: Activities and Resources, Mary Jane Turner, SSEC, 1979, p. 59

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: f. Understand factors that might affect justice.	Have students bring to class, in writing if possible, examples of family or neighborhood experiences, observations, news articles in which they felt a person did not receive fair treatment by a court action, from a police officer, judge, government official or fellow citizen. Next, have students individually, in small groups or as a class, attempt to fill in the chart below:	

SHORTCOMING	POSSIBLE CAUSE	LIKELY CONSEQUENCES	PROPOSED REMEDY

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: a. Understand interrelatedness of local and national problems with those confronting the global society.	Select a local issue reported in the newspapers, such as toxic waste, the unemployment rate, or poverty. Bring in articles about a specific issue which is a continuing problem over a period of time (several weeks or several months). Have students consider questions such as: Is it really a problem? Who thinks of it as a problem and why might they think as they do? What is being done to solve the problem? What might be done to solve the problem? What are some reasons why the problem continues to exist? If the problem is similar to problems in other communities, in what ways is it similar? Obtain other area newspapers. Students can request them from their relatives; some can be purchased at newsstands. Compare papers. Is the problem happening in other locales? Other states? How does the problem affect people in other areas? Continue to watch and discuss the problem throughout the school year. Also, keep a class file which includes articles which appear from time to time.	Newspapers Magazines TV

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: b. Recognize that unsolved problems elsewhere in the world often impact upon the United States.	Using a newspaper, select a problem that you find occurring outside the United States, (e.g., conflict in Central America, poverty in Mexico, inflation or unemployment in Canada). Present the information and basic facts to the students. Have students read and study appropriate reference materials in libraries and textbooks to become knowledgeable about the other country(ies) - location, geography, history, culture - and the nature of the problem. Students should attempt to role play and consider the problem from the perspective of people who live in the area being studied. Set up small groups in which students consider ways in which the situation affects the United States. Share all the ideas that students offer in small groups with entire class in oral reports, bulletin board displays or articles and written reports. Continue watching the news media to determine the outcome of the situation and the impact on the United States.	Newspaper Magazines such as Time or Newsweek

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: c. Identify community problems related to energy needs and possible solutions.	1. Conduct a class discussion which focuses on the term energy. Include in the discussion consideration of the terms renewable and non-renewable sources of energy. 2. Following the discussion, have each student prepare a paper which tells about how their lifestyles and communities would be different than they are now if gas, oil and electricity were unavailable. 3. Divide the class into 5-6 small groups and have students select from within their own groups the most interesting and also most probable description of what would occur if there were no gas, oil and electricity. 4. Have each group prepare a written and illustrated report on why people in their community should practice energy conservation and some ways people in their communities are practicing energy conservation. Share with all members of the class their reports.	Newspapers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: d. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.	Have students prepare a listing of agencies and organizations that help people during a time of crisis. SAVE The Children UNESCO Red Cross Peace Corps WHO (World Health Organization) Small committees of students can contact local sources to learn the current needs of the organization(s). Each committee should report back to the class. In their reports, students should include background information on the organizations and agencies they have chosen to focus on and list the various needs of the agencies on the chalkboard. Have the class vote to select an activity to help raise funds for one worthwhile project. Emphasize humans everywhere have a need for food, shelter and clothing.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: a. Understand the concept "culture."	1. Read or tell about a cultural group to the class. 2. Have the students draw or paint, make a collage, or create a mural that tells the class something about a particular aspect of the culture. 3. Display the following chart on the bulletin board and place each student's art work in the proper column.	Paper, paint, crayons and other art materials

FAMILY	MAKING A LIVING	FOOD	SHELTER

4. After completion of the activity, discuss the different ways in which people meet their needs. Let the students be aware of these universals in every culture.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: c. Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.	1. Using an opaque projector, show at least four different pictures of clothing from four different cultural groups. Identify the culture/country represented by each costume. Elicit response from the students as to which costume they like best. (Do not use American examples because the students will tend to select subjectively rather than objectively). Discuss: Why do you think these cultures have these particular dress codes? Is one of the costumes better than the others? Why or why not? Why may the preceding question be a difficult one to answer? 2. Repeat the procedure in step one, substituting clothing pictures with pictures of various shelters. Discuss: Why do different places have different dwellings? Is one form of dwelling better than the rest? Why? Which dwelling do you think best fits with its surroundings? Why? 3. Read to the student poems written by children from all over the world. Ask them to listen for clues to the customs and values of the country and or cultural group as evident in the poems. Compare and contrast several poems written on the same topic.	Magazines Opaque projector Lewis, Richard. MIRACLES. New York: Simon and Schuster, 1966. A collection of poems written by children of the English speaking world.

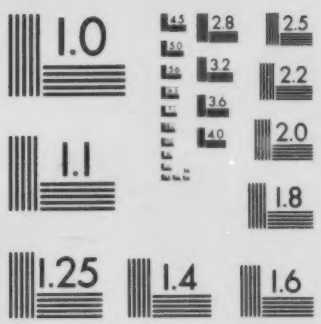
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: d. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.	Each student should be responsible for turning in at least two pictures that show people from any country in the world. Parents can be asked to help collect magazines which the students can use for this assignment. Before students begin their search for pictures, point out that it is important to label the country represented in the picture. The teacher may have to help students properly label each picture. Working in groups of four, let the students meet to exchange and talk about their collections of pictures. After the group discussions, ask the groups to try and divide their pictures into some kind of classifications. Some suggestions might be: a. Jobs that people do b. Clothes that people wear c. Food that people eat d. Games that people play e. Homes that people live in After the groups have identified categories and classified each picture, staple them together for future reference. Discuss: What are some ways in which the people were the same? In what ways were they different? List the ways in which <u>all</u> people are alike. How are their needs and ways of acting alike?	Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: f. Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.	Have the students make a survey of their community: a. List all of the different religious buildings. b. List all the ethnic social centers. c. List all of the ethnic restaurants. d. Check the census reports for the ethnic composition of the community. Plan a trip to a specific ethnic community such as a Polish community, a Black community, an Arabic community, a Finnish community. Make arrangements to meet a representative of that community to help acquaint the students with the people and places they would be visiting. Plan a visit in an International Institute or an ethnic center. Discuss the contributions of the various groups to our society.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: h. Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.	Using the resources available in the school library, have the students identify at least two "strange and unusual" ways of doing things and/or behaving that are found in another culture. The students will then share these different practices and beliefs with the class. After each presentation, discuss why this custom and/or belief occurs in this particular culture. The basic needs are the same, but the way in which it is met differs. The examples can be collected and posted on a bulletin board with the title "PEOPLE DO STRANGE THINGS NOT REALLY". The same assignment can be made using strange and unusual practices from the American culture. The same discussion would follow each presentation.	Library National Geographic Magazine

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: a. Know some basic historical facts related to the development of the United States.	Divide class into groups. Have each group find information about transportation methods for specific time period, i.e., pre-Columbus (Indian) 1500 - 1600 1600 - 1700 1700 - 1800 1800 - 1900 1900 - Have groups present findings to class in written and oral form. Make class time-line for transportation with a visual contribution from each group. Make models of different forms of transportation to show how they have evolved. Compare transportation methods of other cultures with ours. Illustrate forms of transportation.	Development of Transportation (film) Transportation Revolution: Story of America's Growth - film Learning Corporation of America. Field Trips: Greenfield Village Historical Museums Film: Around the World in 80 Days

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: b. Understand urban, rural and suburban development.	Have students locate information about the terms: village, town, city, suburb, metropolitan area. Students will complete the following information for each term: approximate population description of government types of services (postal, fire and police) Class discussion in terms of "how" and "why" towns progress to cities and then to "metropolitan areas." Discuss advantages and disadvantages of urban, suburban, and rural life (if any): education, travel, social exposure.	Textbook Encyclopedia Pictures Trips Resource people Films



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objectives: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: c. Understand the impact of technology on society.	After viewing media or reading materials that depict pioneer life, elicit from students information in the following categories and list on retrieval chart: Category | Tools | Pioneer Days | Present Time Food Preparation Cleaning Home Building Home Furnishing Transportation Communication Have students identify some of the factors which influenced changes.	Pioneer Living: The Village Pioneer Living: Education and Recreation Coronet Films, Inc. Greenfield Village

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objectives: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: d. Understand changes in racial/ ethnic relations.	After viewing visuals, listening to recordings, and/or reading selected materials about the 1956 Montgomery Boycott, students will be grouped and within their groups make retrieval charts for the following questions: 1. What was the central problem? What was the underlying cause? 2. Who were the main personalities? 3. How was the problem solved? 4. What was learned by the main personalities? 5. How did this event change people relationships in Montgomery? 6. How did it contribute to race relations in the United States. 7. What were some of the other outcomes? Share findings with total class. Discussion.	Media Martin Luther King kit Black Chronicle Holt, Rinehart & Winston Encyclopedia Martin Luther King (film) Encyclopedia Britannica Educational Corp. Afro-American Museum

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge ____ Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: e. Understand changes in female and male roles.	Make a chart concerning careers. Career / Male / Female Nurse Doctor Construction Worker Truck Driver Secretary Have students check either male or female if they regard this as that particular type of career. Have students brainstorm to list any other occupations that are exclusively male or female. Discuss as a class agreements or disagreements. Have students role-play various occupational careers.	Career cards Magazines Encyclopedia Resource people

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: f. Understand changes in family, work and population patterns.	In groups, have students brainstorm and list types of families in group: EXAMPLE: - mother, father, children - mother, children - father, children - aunt, grandmother, children Discuss characteristics of various roles. Have them also check those family members who work. Present statistics to class to show how work patterns have changed. Discuss changes and possible reasons for same. Discuss types of jobs held by family members. Compare types of jobs people had 30 years ago. Discuss reasons for change.	Family filmstrip Encyclopedia RMI Film Productions, Inc.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: g. Understand persistent social problems. 101	Discuss the definition of prejudice as: -the disregard of, or failure to honor, a person's rights. After viewing selected filmstrips, students will discuss: a) Whether a particular group suffered from prejudice. b) In what form the prejudice existed. c) The effect prejudice had upon the group. Retrieval chart: GROUP | FORM OF PREJUDICE | EFFECTS OF PREJUDICE	Heritage of Afro-American History (filmstrips) Troll Productions Minorities Have Made America Great (filmstrips) Warren Schloat Productions American Indian: A Dispossessed People (filmstrip) Guidance Associates Dictionaries 102

OBJECTIVES	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVES: h. Understand the development of education institutions.	View pictures of one-room schoolhouse and modern schoolroom. Have students list similarities and differences. Have students interview grandparents or other older persons in family for information about educational practices as they remember them. Make retrieval charts. - location - size - materials and equipment - curriculum (class divisions, subjects) Arrange pen pals with students in one-room schools and/or students in other countries.	Pictures Pioneer Living: Education and Recreation, Coronet Films, Inc. Library Chamber of Commerce Peace Corps

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objectives: Attitude ____ Knowledge X Skills ____ STRAND. 5. Understand the history and present state of own and other cultures. OBJECTIVE: j. Identify changes in a society and consequences of these changes.	Study the development of students' own city. Have guest speakers talk about changes in city that they have observed in their life-time and how these changes have affected the city's traffic patterns, population, and business List changes on retrieval chart. CHANGES | CONSEQUENCES Discussion with students focusing on the major changes in society.	Guest speakers Media about city Field Trips Newspapers Filmstrips Library

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 X 7 - 9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: a. Understand basic economic concepts.	Divide the class into two groups. Ask one group to make a list showing items that they "need" in order to live. Ask the other group to make a list showing items they "want." The two groups can write their lists on a chalkboard and follow-up with a discussion. It will probably be necessary to make adjustments based on discussion. Also follow up this activity with a discussion of the basic economic problem -- limited resources, unlimited wants.	Master Curriculum Guide, Part I: Basic Economic Concepts $3.50 from the Joint Council on Economic Education (T) Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 4 - 6 $6.00 from the Joint Council on Economic Education (T) Trade-Offs films/tapes and A Guide to Trade-Offs, teacher guide to 15 film/tapes by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401, $1.25 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 X 7 - 9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: c. Understand how a market economy works.	Divide the class into two groups. Both groups will devise plans to form a business. The business could be to sell pencils, paper, lemonade, or any other produce that the students decide upon. Have each group make plans leading to the most efficient way of obtaining and selling its product for the most profit while still being competitive and staying in business. In making plans, students should decide: 1. What to produce 2. How to produce 3. For whom In addition, students will have to: 1. Decide on the best way to obtain items needed for the product at lowest price. 2. How to advertise 3. How to sell 4. How to decide on the price 5. How to make a fair profit without raising prices to the point at which no one wants the product. After both groups have made the plans, have them explain their plans. Follow-up with discussion of possible outcomes of both plans. Note: This activity could be discussion or role playing. Some schools have had students set up the businesses as classroom activity.	Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 4 - 6 $6.00 from the Joint Council on Economic Education (T) Trade-Offs films/tapes and A Guide to Trade-Offs, teacher guide to 15 film/tapes by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401, $1.25 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ___ 4 - 6 X 7 - 9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 6. Understand economics and economic systems. OBJECTIVE: d. Understand the role of money in the economy.	A. Introduce the concept of bartering to students. B. 1. Explain to students how the bartering system was used as a means of acquiring goods. 2. Explain that the bartering system was used before money was used as a medium of exchange. C. Develop the concept of bartering through group activities involving students. 1. Choose two groups (four to a group) to begin activity 2. Choose two commodities, such as cloth and sandals 3. Explain that each needs the other's commodity -- they must come to an agreement on how much to trade 4. After they have bartered and come to an agreement, introduce two more groups. Example: group three has cows and group four has wheat. The process begins all over again except now there are four groups, then six, and so forth until the entire class is involved. D. Have students summarize findings. 1. Ask questions, such as: What did you learn about bartering? 2. Ask if bartering always works, did you reach an agreement, and was the bartering equal? fair?	Most economics textbooks discuss barter. Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 4 - 6 $6.00 from the Joint Council on Economic Education (T) Trade-Offs films/tapes and A Guide to Trade-Offs, teacher guide to 15 film/tapes by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401, $1.25 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 X 7 - 9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: e. Understand factors that influence economic behavior.	Divide the class into two or three groups. The groups may be classified as follows: 1. Hungry Group -- the people in this group have had only one meal a day for the last week. They have very few clothes. 2. Well-Fed Group -- The people in this group get to eat all they want. They have enough clothes to get by and they have a place to sleep. 3. Have-a-Lot Group -- The people in this group have all they want to eat, lots of clothing, a nice place to sleep, a car, television, and just about anything they want. Have the groups discuss what they would do if they had $500 to spend. Students can put lists on the chalkboard. Then, have students discuss how they arrive at their decisions. With the teacher's help, show students that their spending the money might relate to: Obtaining basic needs (food, clothing, shelter) Personal values Values based on lifestyles Values based on differing cultures Long or short range planning Limited resources/unlimited wants	Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 4 - 6 $6.00 from the Joint Council on Economic Education (T) Trade-Offs films/tapes and A Guide to Trade-Offs, teacher guide to 15 film/tapes by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401, $1.25 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 X 7 - 9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: f. Understand economic concepts as they apply to individual decision-making.	One economic concept relates to scarcity. Conservation of natural resources with an aim toward saving resources and money is a worthy outcome of economic education. The following discussion relative to energy can proceed as follows: Have the students ask their grandparents, parents or guardians the ten items that used electric energy the most in their childhood. Then ask the students to list the ten items that use electric energy in their homes today. Through discussions arrive at alternatives for increased electrical usage. 6 items that use the most electricity Parents, guardians or Grandparents: 1. 2 3. 4. 5. 6. In my own home today: 1. 2. 3. 4. 5. 6.	Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 4 - 6 $6.00 from the Joint Council on Economic Education (T) Trade-Offs films/tapes and A Guide to Trade-Offs, teacher guide to 15 film/tapes by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401, $1.25 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 _X_ 7 - 9 ____ Type of Objective: Attitude ____ Knowledge _X_ Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: g. Understand the historic and current role of labor in our economic system.	Have the students find out why people become members of labor unions. Students can determine these reasons by asking: Parents Relatives Teachers Friends Students might use this as a writing activity by having them request this information in writing from a nearby labor organization. After students have had sufficient time to compile the information, discuss findings in class.	Labor and Industrial Relations Collection, Michigan State University (T) Labor Unions (See telephone book) Labor Collection, Detroit Public Library

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: a. Understand factors that influence consumer behavior.	Divide class into teams according to specific products. Have each student in each team select a specific store to visit in order to determine where the assigned product is placed in the store. Each student should prepare a sketch and written description of how the product is displayed, and each team should prepare and present a group report on how different stores displayed the team's assigned or chosen product. Class discussion should be directed to an awareness of the significance of display position, and an analysis of why specific products are placed in particular locations. Collect ads and watch commercials for assigned products. Discuss the effectiveness of the the advertising. List things to consider before deciding whether to buy the advertised product.	Problems for Young Consumers, filmstrips and cassettes from Sterling Education Films (S,T) Economics and Our Community a resource unit for grades 4,5, and 6 edited by George G. Dawson from the Joint Council on Economic Education, $2.00 (T) Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T) An Economics Course for Elementary School Teachers from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: b. Give examples of their own limited resources and unlimited wants.	Ask students to prepare a list of gift-giving occasions and the individuals to whom they like to give something each year. For each person and occasion, have students select and fill in a chart with: 1) a gift they would like to give for each occasion if money were no object. List the estimated cost of each gift (provide catalog for reference) 2) an appropriate gift costing between $5 and $10. Give the estimated cost. 3) an appropriate gift for each occasion costing less than $2, and the estimated cost (could be home-made) Have students total the cost of gifts in each of the three categories. Discuss the range of choices, the necessity for making purchases within given limits, the variations in costs between different stores and between products in each store.	Choice, film from the Trade-Off Series by the Joint Council on Economic Education, lesson #1 (S,T) Consumer Education for the Elementary Grades, filmstrips and cassettes from Centron Films (S,T) Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T) Master Curriculum Guide, Part II: Strategies in Teaching Economics, Intermediate level (Grades 4-6), from the Joint Council on Economic Education, $6.00 (T) A Guide to Trade Offs, teacher guide to 15 film/video tapes by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401, $1.25. (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.	Have group of students select a product of personal interest for a comparison shopping study, such as blue jeans, records, bicycles or milk snakes. Using appropriate references and information from general class discussion about comparison shopping, have each group prepare a shopping plan listing: - criteria to consider for a fair comparison - specific stores to be visited, called or ads used. Each group should discuss its findings and prepare a report for the class of their recommendations according to different appropriate factors (cost, durability, flavor, style, quality).	The Price is Right or Is It? film from Sterling Educational Films (S,T) Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T) Consumer Reports, periodical from Consumers Union, $14.00/yr. (T) Your Shopping Dollar, pamphlet from Money Management Institute (S,T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: d. Identify deceptive sales techniques and practices.	Show filmstrip "It's the Law" on the Michigan Consumer Protection Act, and assign each student in the class to one of the 29 prohibited deceptive or misleading practices described. (Alert students in advance, and make assignments in sequence according to seating plan or other easy-to-follow system.) Have students ask at home whether family members know of examples of the prohibited practice assigned, and discuss ways to avoid the problem. Each student should prepare a graphic illustration of the prohibited practice with a brief description or explanation on it for a bulletin board and/or report to the class. Emphasize that prevention or avoidance of these problems is <u>much</u> preferable to letting oneself be deceived and then seeking redress. Assign students to bring in ads they believe are deceptive. Have students exchange ads and try to identify the deceptive techniques or practices.	<u>It's the Law</u>, filmstrip, cassette and teaching module from the Michigan Consumer Education Center, $15.00 (S,T) <u>Owl Who Gave a Hoot</u>, film from National AV (S,T) <u>Consumer Rights and Protection</u> book by Wm. Saalbach from Laidlaw (S,T) <u>Penny Power</u>, periodical published by <u>Consumer Reports</u>, $9.00/yr (S,T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: a. Understand that the environment is an integrated system which includes human beings.	Have students write their ideas about how each visualizes his/her world, what is valued most, what is seen as a problem, and what is hoped for when each reaches adulthood. As they share their ideas with the class, discuss similarities and differences, and the reasons for their decisions.	Duffey, Eric. Conservation of Nature. New York: McGraw-Hill Book Company, 1970. Matteson, C.W., Man and His Resources, Mankato: Creative Educational Society, Inc., 1967. Pringle, Laurence, The Only Earth We Have. New York: MacMillan Publishing Company, Inc., 1969.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.	How do natural resources affect our lives? Guide a discussion and write key words on the chalkboard. Have students prepare a collage or a bulletin board showing human needs and the natural resources needed to supply the needs.	Carson, Rachel, Silent Spring, Boston: Houghton Mifflin Company, 1962. Bixby, William. A World You Can Live In. New York: David McKay Co., 1971. Hirsh, S. Carl, Guardians of Tomorrow: Pioneers in Ecology. New York: The Viking Press, 1971.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: c. Understand relationships between the location of human activities and the natural environment.	Make maps showing the physical characteristics of the community and/or county and the types of human activities that prevail such as farm land-agriculture; lakes and rivers- fishing, recreation, etc.	Foreman, Dale I., and Allen, Sally J., Using Maps, Charts, and Graphs Communities. Cleveland: Modern Curriculum Press, Inc., 1980. Foreman and Allen, Using Maps, Charts, and Graphs, Our Country. Cleveland: Modern Curriculum Press, 1980. Madden, James F. My First Atlas, Maplewood: Hammond, Inc., 1980. Map Symbols and Geographic Concept Charts. Nystrom, 3333 Elston Avenue, Chicago 60618

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: e. Understand influences of the natural environment on the shaping of culture. 133	On a Michigan map, point out the areas where various ethnic groups live. Working in small groups, have each group plot a map showing where one or more ethnic groups have located in the state. For example, Dutch - Allegan, Ottawa, Kent and Kalamazoo counties; Finnish - Ontonagon, Houghton, Baraga, and Keewenaw.	Michigan Department of State, Lansing, MI 48118. Santer, Richard A. Michigan Heart of the Great Lakes. Dubuque: Kendall/Hunt Publishing Company, 1977. 134

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: f. Understand how societal actions and decisions affect the natural environment.	Show pictures which illustrate basic needs such as air, water, food, clothing, shelter, and rest. Why are clean air and water so important to us? Michigan is endowed with an abundance of fresh water. With the students, list the many uses (residential and industrial) that we have for water. What can be done to insure that our water is sufficiently clean? Show the film "The River That Came Back" available from Consumers Power Company, 212 W. Michigan Ave. Jackson, MI 49201	Day, Gary D., et al. You and the Environment. Boston: Houghton Mifflin, 1976. Office of Air and Water Programs, Environmental Protection Agency, 401 M Street, S.W. Washington, D.C. 20460 Water-What Would We Do Without It? National Wildlife Federation, 1412 - 16th Street, N.W. Washington, D.C. 20036

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: g. Understand that a natural environment can serve varied needs. 137	Show multiple uses that can be made of a national forest: 1. Forest products (several types) 2. Wildlife habitat 3. Outdoor recreation 4. Watershed management 5. Mineral extraction 6. Others Show film, "The Missing Forest".	Chart, "What We Get From Trees" Michigan Department of Natural Resources, Lansing, MI 48926. Film," The Missing Forest", Georgia - Pacific Corporation Education Film Library 900 S.W. Fifth Avenue Portland, Oregon 97204 Film is free, borrower pays the return postage. Maps showing range of wildlife habitat. 138

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: h. Recognize the potential of various societies to use and abuse the natural environment.	The natural habitat is subdivided and used for residential development. What happens to the wildlife? Creative writing activity. Have each student pretend that he/she is an animal who has lost its home and its source of food as a result of change in the land. How does the animal adapt to the change? Read to the students or have them read The Shady Glade or other appropriate stories.	The Shady Glade Michigan Environmental Education Association Box 30028, Lansing, MI 48909

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: j. Understand effects of the worldwide limitations of non-renewable resources. 141	To help students understand that some resources are renewable, and some are not, explain that if man uses all the oil on earth, he cannot "grow" more. Minerals are non-renewable resources. Discuss ways that we can conserve oil. On an outline map of Michigan have students plot areas where oil is found and where it is currently being extracted. Show film "Rethinking Tomorrow"	"Energy Kit", Michigan United Conservation Clubs (MUCC), Lansing, MI 1978. Santor, Richard A., Michigan: Heart of the Great Lakes. Dubuque: Kendall/Hunt Publishing Company, 1977. Film: "Rethinking Tomorrow". U.S. Department of Energy, Film Library, P.O. Box 62, Oak Ridge, TN 37830. Film is free. Borrower pays the return postage. 142

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: k. Recognize the costs and benefits of alternative uses of the natural and man-made environment.	Given a particular piece of land, have students list all possible alternative uses for that land. For each use, have them discuss how it affects other uses. Have students discuss which uses are the most important and why. Film "To Care For This Land"	Our American Land, The Story of Its Abuse and Conservation. Bulletin No. M-596. Department of Natural Natural Resources, Lansing, MI Sallers, Allan A., Ours Is the Land. New York: Holt, Rinehart and Winston, Inc. Warner, Matt. Your World: Your Survival. New York: Abelard-Schuman, 1970.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: 1. Locate important natural features, cities and nations.	Explain what is meant by natural or physical features of the earth. The study of the physical features of the earth is known as the science of Geomorphology. Show the difference between a physical and a political map. On a physical-political outline map of the United States, have each student locate and identify the major mountains, rivers, and cities. On a globe or world map, help students identify the major nations.	Espenshade, Edward B., (Ed) Goode's World Atlas, Chicago: Rand McNally and Company, 1978. Physical-Political GLOBES Physical-Political wall map of the United States.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: m. Understand environmental problems and possible solutions to those problems.	Have students list the major environmental problems involving air, land use, and water resources. Have a panel discussion dealing with solutions to the problems. Show the film "Rethinking Tomorrow".	Mason, William H., and Folkerts, George W., Environmental Problems: Principles, Readings and Comments. Boston: Brown and Company, 1973. Watson, Jane Werner, Toward a Better Environment For Our World Tomorrow. New York: Golden/ Western Company, 1973. Film - free from U.S. Department of Energy, Film Library, P.O. Box 62, Oak Ridge, TN 37830 Borrower pays the return postage.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: a. Know the purposes of the government. 149	Situation: A new town is being established in the year 1830. When the population of the area is large enough the territory will apply for statehood. 1. Students are to list singly or in small groups the problems they think might be encourntered. These might include: Protection, Housing, Religion Food and Water, Education, Recreation Transportation, Work, Racial/Ethnic 2. Combine the lists prepared on the chalkboard. 3. Rank order the problems by priority. 4. Have students suggest ways to solve each problem. 5. Have students list the types of problems and/or needs that they feel government should try to satisfy for the people of the community. Note: The purpose of government becomes evident as the need to solve problems in a group setting becomes necessary. Lead the students toward the conclusion that one of the most important purposes of government is to make it possible for people to live and work together.	Any General Government Textbook U. S. Government and How It Works. Sixteen spirit masters which focus on the key concepts, processes, and organizational structures of government. AU 821-12 Social Studies School Service State and Local Government In Action. Six filmstrips and duplicating masters NYT 811 C-12 Social Studies School Service 150

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main sturcture and functions of government. OBJECTIVE: c. Understand the organization and functions of state and local governments and their relationships to the federal government.	Split the class into three groups. Role play the various positions in a city government. Have each group discuss a proposed ordinance (law) pertaining to riding bikes on public streets. Note: The city council could be replaced by a township board, or school board. Note: If a council-manager form of government is present in your community the positions might include: 1-mayor, 6-council members, 1-city manager, 1-legal counsel. Students should soon see that some of the discussion is similar to setting up a ball team in terms of agreement and disagreements that arise. Arrange for a field trip to a local government meeting if they are held in the daytime. If meetings are all held in the evening, encourage parents to take their child to a meeting. If several students could attend a local government meeting, a good discussion could follow the next day. Be sure to present information that shows some basic responsibilities of each member of the government unit. Now present information showing responsibilities that two or three levels of government have shared responsibility for. The teacher could then have students role play the state and federal governmental process. The teacher should then relate the various aspects of the process to state and federal government.	Any General Government Textbook Charts that show shared responsibility of different levels of government. City council member. Mayor City Manager or his/her assistant Local Government, Fifty spirit masters JWW7417-12 Social Studies School Services We The People: Aspects of American Government, Ten filmstrips dealing with each level of government EDA 100-12 Social Studies School Services

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: d. Understand the range and importance of decisions made by state and local government. 153	Take several decisions that have been made by the local school board. 1. Discuss and explain what each means. 2. Have students decide why they think these decisions were made. 3. Have students project the short and long range results of each decision. 4. Discuss the role that the state government may have had in the school board decision. 5. Have students discuss each decision with their parents/guardians and bring their ideas on whether the decisions were good or bad back to class. 6. Conclude with a class vote on each decision. Examples of School Board decisions that affect this age level might include: School vandalism Safety busing Crossing guards School lunch program Suspension policies Playground equipment	School Board Minutes Superintendent School Principal Student Code School Rules Council: A Simulation of Decision-Making In Local Government. INT 28-12 Social Studies School Services Things From Local Government, by J. Western Watch Discussion problems, student activities, and projects to analyze services performed by local government. JWW 7450-12 Social Studies School Services 154

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: e. Understand how decisions made by the various branches and levels of state and local government are interdependent.	1. List on the chalkboard some important laws and ordinances (decisions) passed by local and state lawmakers. These might include: Speed Limit — Use of alcohol & other substances Hitchhiking — School attendance Smoking — Curfews 2. Have students decide in class discussion the degree to which these laws and ordinances are followed and obeyed. 3. Have students then discuss with their parents/guardians and relatives the degree to which these laws and ordinances are being followed. 4. Compare the results of these discussions in class the following day. 5. Select the laws and ordinances that are not being followed and obeyed according to the intent of the law. 6. Have students suggest changes that should be made in the laws or ordinances and/or ways in which people could be encouraged or forced to obey these laws and ordinances more fully.	City, county, township ordinances State laws School Board policies parent/guardians Police official School Principal Pressure: A Simulation of Decision-Making In Local Government, INT 28-12 Social Studies School Service State and Local Government in Action, Six filmstrips, twelve masters examine typical prolems at state, county, city, and individual levels. NYT 811C-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: f. Understand the limit on decision-making powers of the local and state government. 157	1. Divide the class into several groups. Assign each group one of the following areas: Powers and responsibilities of - city government township board county board school board state legislature 2. Have each group find information regarding the area of responsibility (powers) for their governmental unit. 3. Have students in each group then list as many services that their level of government is or could be responsible for. These might include: police protection — smoking education — school curriculum roads and highways — curfew sewage and water — voting fire protection — drivers licenses school financing — school attendance 4. Discuss the relationship between the various units of governments in setting policy and providing services to the public. 5. Point out shared responsibilities and limits on decision-making powers that each governmental unit has. 6. Discuss the impact that certain state decisions might have on local branches or units of government. 7. Point out to the students that constituents limit powers.	Copies of: State Constitution City, Township, County Charters Any general government textbook Officials from each unit State and Local Government in Action. Six filmstrips and twelve duplicating masters examine typical problems at state and local governmental levels. NYT811C-12 Social Studies School Service 158

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: h. Understand voter behavior in state and local elections.	Collect literature put out by local and state candidates, and political parties pertaining to upcoming elections. 1. Have students list in small groups several key issues being stressed at the local and state levels. 2. Have students discuss with their parents/guardians their views regarding these key issues. 3. Combine the key issues from each group into a class list. List on the board the different views expressed by students, parents and guardians. 4. List the views of candidates on each of these issues on the bulletin board. 5. Have students vote on election day for the candidate of their choice based on similar views regarding the key issues. 6. After the election, review what happened at the polls in terms of: a) what were the results of the election b) voter turnout c) possible changes that will occur due to passage of key issues that may have been on the ballot d) what actually happened 3-4 months down the road 7. Discuss the issues that were turned down directly or election of canidates that did not approve of the specific issue. Should these issues be placed on the next ballot? 8. Brainstorm ways to encourage greater voter turnout.	Newspapers Candidates Parents/Guardians Political party information Political party representatives Your Vote Counts. Two filmstrips discuss problems faced in coordinating common efforts GOA 103-12 Social Studies School Service Lets Vote. Five filmstrips help motivate young voters UED17895C-12 Social Studies School Service Local Government and the Individual. How people can become involved in government at the grass roots level. SED448C-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: j. Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights. 161	1. Put selected excerpts taken from the Constitution, Declaration of Independence, and Bill of Rights on flashcards and on passout sheets for class members. 2. In small groups, have students study the meaning of the excerpts (through the use of their government textbooks and other sources). 3. Split the class into two groups. 4. Hold a class competition-holding up the flashcard and giving each group an opportunity to compete by recognizing the source of the excerpt and defining its meaning. Points are to be awarded to the group which can do both first. 5. A discussion should follow pointing out why the ideas expressed were put into these writings.	Any general government textbook Flash Cards American Government. 24 spirit masters cover Bill of Rights, Constitution, Declaration of Independence ID3003-12 Social Studies School Service The Constitution, 10 spirit masters that review the basic principles of the Constitution EMPH60H-12 Social Studies School Service 162

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: k. Associate governmental actions with the appropriate level of state and local government.	1. Have the students brainstorm a list of projects, services, issues that they have observed in the community, newspapers, and TV. This can be done singly or in small groups. 2. List the following governmental units on the chalkboard: City government Township government School District Board of Education County government State government 3. Have students singly or in small groups list under the proper governmental unit which has the responsibility for insuring the proper action for such service, project, or for resolving the issue. 4. A follow-up discussion of these units of government and their overall purpose would be useful.	Any general government textbook Charters of local governments Newspapers, magazines Guest speakers from each governmental unit Modern American Government, Ten spirit masters Review each level of government EMP400H-12 Social Studies School Service Local Government, 50 spirit masters that involve students in activities studying their local government JWW7417-12 Social Studies School Service Studying Your State Government, 48 spirit masters that involve students in actively studying state government JWW7441-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: 1. Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level. 165	1. Have pairs of students select a governmental position from the various local units of government. These might include: City Councilperson City Manager Township Trustee Township Supervisor Police Chief Directors of Roads, etc. City, Township, County Clerks County Commissioner County Administrator State Representative State Senator Governor 2. Have students find information regarding the qualifications of each position, experiences needed for appointive positions, nomination procedures. 3. Have the pairs prepare a poster board listing describing the above. 4. Each group will present their poster board to the rest of the class explaining in detail the qualifications required and methods of election, appointment, and nomination. 5. The other members of class will take notes in their logbook and use these for an open logbook quiz. 6. Do above activity also with selected state and federal officials.	Charter of local governmental units Speakers comprised of public officials Any general government textbook Posterboard American Political Parties Today, Two filmstrips focusing on political parties SED 41R-12 Social Studies School Service Notes: A Simulation of Organizing and Running a Politician's Campaign, Simulating candidates, staffs, citizens representatives for national, state and local office INT 34-12 Social Studies School Service Law In America, Social Studies School Service. A booklet of activities 166

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: n. Understand registration and voting procedures.	Obtain voter registration and ballot forms from the local clerk. Discarded ballots may be available - if not, xerox copies. 1. Have the students fill out the registration forms. 2. Have students find information about voter requirements from their textbook or other resources. 3. Choose a major issue presently under discussion in the community or, if an election is soon to take place, determine the candidates running for office. 4. Have students find information about the issue and/or candidates from newspapers, speakers, and election promotional materials. 5. Have students complete the election ballots. Tally the results. 6. If a local election is taking place have class visit a local precinct.	Any general governmental textbook Voter registration forms Voter ballots Local Clerk Field trip to voter precinct

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: o. Recognize the legality and constitutionality of individual and group actions.	Select several national, state or local individual or group actions that have taken place. These might include: War Protesters Rosa Parks Girl Playing on Boys' Sports Teams Parking and Ramps for Handicapped 1. Review the action taken by the individuals and/or groups involved in light of legality and constitutionality. 2. Discuss the short and long range results of these actions.	Any general governmental textbooks Supreme Court decisions Speakers-Attorney Judge Newspapers Magazines Citizen Lobbying - A Guide to Action in the Legislative Process, N687001 Emi, Box 4272, Madison, WI 53711 The Power of People. Two filmstrips showing how citizens can influence governmental decision-making N675445C Emi, Box 4272, Madison, WI 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: a. Understand basic social concepts and social imperatives.	1. Select a film or book that represents acceptable and unacceptable behaviors in people. (e.g., Joe Bean by Nan Hayden Agle; Queenie Peavy by Robert Bush; Trouble Maker by Alberta Armer - BOOKS) (e.g., Greenhouse (Bar-1974) - FILM) 2. Present the book or film to the class. If possible, stop occasionally and discuss the behaviors which are occuring. 3. Have the students list as many behaviors that they can remember occuring in the film or book. Then have them categorize the behaviors as acceptable or unacceptable.	Film Book + Examples in Lesson Plan Writing Paper

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: b. Identify the variety of institutions and groups people form and the functions of those institutions and groups. 173	1. The teacher or the students should select pictures from a set, or out of magazines, that depict a variety of institutions and/or groups. e.g., Institutions: School, Police Dept., Fire Dept., Church Groups: Boy Scouts, Girl Scouts, Soccer clubs, Computer clubs, Band, Student government 2. After showing the pictures to the class, have the students identify the institution or group which the pictures depict. After each identification, discuss the functions of the institution and/or group. 3. Divide the class into small groups. Have each small group do a mini-report on an institution or group and present it to the class.	Picture sets or pictures out of magazines 174

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: e. Understand the changing nature of institutions and groups over time.	1. Select picture sets of institutions and groups representing a span of at least 20 years. 2. Prepare a bulletin board or chart with the headings of NOW and THEN. 3. Give each student or small group of students a picture and have them place it under the proper heading (NOW and THEN). Each student or a group representative should state the reasons for each placement and tell what has changed over the years. e.g., uniforms, equipment, activities, rules, buildings, books. 4. Have each student design a small poster representing the NOW and THEN of a particular group.	Bulletin board Chart paper Poster paper

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: f. Understand ways groups are interdependent, cooperate, and compete.	1. Give the students an assignment to secure a list of many groups that are active in their own neighborhood or city. (Assignment can be given a day ahead of time.) 2. During a class discussion, list those groups on the chalkboard. 3. Divide the class into small groups (3-4 students). Each group should choose an organization to represent. Give them a short period of time to discuss what their main purpose and responsibilities should be. 4. The teacher should now put two different groups together until all groups have a partner. Give the groups this assignment: a. Decide ways in which your two groups can cooperate and compete. b. Choose a group recorder to write down the suggestions. c. Choose a group reporter to report your group decisions to the class.	Chalkboard

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: g. Understand types of conflicts between groups and ways conflicts are resolved.	1. Have the students recall recent conflicts they have seen during school hours. 2. Lead a discussion on the ways the conflicts were resolved and whether or not those resolutions were adequate. 3. Divide the students into small groups and have each group choose a conflict to role play. Each group must be prepared to portray the conflict and the resolution that they feel is the best possible solution.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: a. Identify the variety of roles one can have within a group.	Display a picture of early pioneers building a log house. Discuss - Pioneers could build a log house in one day. Everyone helped. Men, women, and children had many things to do until the job was done. List on the board Men Women Children Record the roles played by each based on the picture and the students' knowledge of early American history.	- Picture of early pioneers building a log house. - Blackboard or chart paper.

The Riverside Publishing Co.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: M. Understand the relationship between individuals and groups. OBJECTIVE: b. Understand that the roles within a group may be assigned or achieved.	For role-play or discussion. Situation: New Guy in Town Al had just moved to Carveltown. In fact, he had been at Wentworth School for just three days. On the second day of school, Jerry Ramsey and his friends had asked Al to eat lunch with them. That made Al feel really good. Jerry was a big wheel around the school! It wasn't long however, before Al began to realize belonging to Jerry's gang had some real drawbacks. Jerry and his friends were always in trouble! They bothered people in the halls and on the school bus, and they were always acting up in class. Mrs. Randall and the other teachers began to frown when they saw Al in class. It seemed that they were expecting him to be a troublemaker too, just because he hung around with Jerry's gang. There were some others in the class that Al really wanted to get to know. Tom had some great science equipment and Lee's hobby was the same as Al's, magic. Al didn't want to make Jerry and his friends mad, but he sure wished now that he hadn't been so eager to join them. 1. What were the facts? 2. What are Al's choices? 3. What would you do?	

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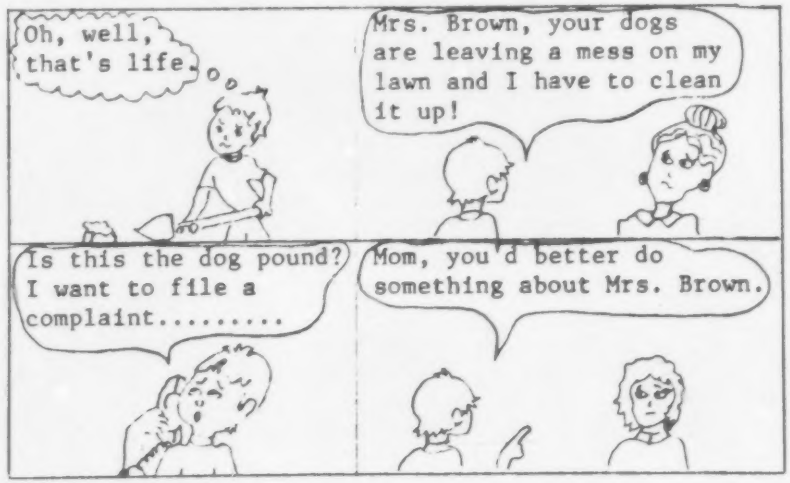
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: c. Understand reasons why there are different roles within groups.	Have the students talk over with their parents three or four things that they will have the right or responsibility to do when they become adults and the duties attached to each. Discuss in class and compare the lists. Are there some things on which almost everyone agrees? Why? List categories of responsibility or loyalties: 1. job 2. family 3. social 4. etc.	- Paper - Pencil

Courtesy of Holt, Rinehart and Winston Publishers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: d. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.	Role Playing What would you do if you were given the following orders? Order 1: You are a radio announcer. You are paid to read advertisements. You are given an advertisement that praises a product you know doesn't work. Order 2: You are a house painter. You are told to paint over a wall that is unsound so that a house can more easily be sold. Order 3: You are a lawyer working for a large law firm. You are asked to defend a client who plans to lie in order to win his case. Order 4: You are a government scientist. You suspect that a certain food additive is dangerous. You feel that the public must be warned immediately. Because of pressure from the drug industry, you are ordered to keep silent while research continues. Order 5: You are an inspector on an automotive assembly line. You discover a dangerous problem on a certain type of car. The company has a policy of not ordering recalls unless customers complain. You are ordered not to do anything.	

Courtesy of Holt, Rinehart and Winston Publishers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: e. Understand the importance of self-confidence and self-worth in carrying out responsibilities within a group.	On chalkboard, chart paper and such, duplicate the following chart? Your town has a strict leash law. No dogs may be off their owners' property unless they're on a leash. Your neighbor, Mrs. Brown, lets her dogs out every morning. They roam around the neighborhood and usually leave a mess on your lawn. Which one would you do?  Why?	- Chalkboard or chart paper

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: f. Understand the possible advantages and disadvantages of belonging to a variety of groups.	CULTURAL HAPPENINGS Have the students collect and bring to class, magazine or newspaper articles about current cultural happenings. Discuss these with the class. On the wall map, have the students point out the affected areas. Try to establish the basic causes for the conflicts or unification of people (religious, political, economic, territorial). This activity can be repeated every few weeks as a current affairs update.	- Local newspapers - Current magazines - Physical political map of the world - Weekly Reader

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 __X__ 7-9 ____ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: g. Understand the measures used by groups to influence behavior.	Organization Instructions: Divide class into two equal groups. Supply each group with papers or cards which need to be joined together in a specified order. Tools for Group I should include several scissors, paper punches and a ball of string. Group II should have a stapler. Encourage competition between the two groups for mass production in a set time limit. Discuss patterns of organization each group devised and how much they accomplished.	- Scissors - Paper - Punches - Ball of string - Stapler

Courtesy of Holt, Rinehart and Winston Publishers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: h. Understand the decision-making process used by groups.	Divide the class into two groups. Assign each group one of the following situations: Situation 1: Your group lives in a new settlement on the moon. Your group does not agree on a boundary line with a neighboring settlement. a.) How might an understanding among the people of the two settlements be achieved? b.) How might this achievement of understanding among the people of the two settlements be honored? Situation 2: Your group and its ancestors have been living in the same region for hundreds of years. A new group of people arrive and try to take over. a.) How might an understanding among the people of the two groups be achieved? b.) How might this achievement of understanding among the people of the two groups be honored? Allow time for the group members to prepare alternative solutions to their situation. Then ask each group to present its situation and alternative solutions to the class. Encourage the listeners to ask questions and to offer constructive criticisms.	

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 _X_ 7-9 ____ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: h. Understand the decision-making processes used by groups.	For Investigation & Discussion Early settlers in the Oregon Country had to make their own laws because they were so far away from the national government. 1. What kind of rules did they need? 2. How was their experience like that of the Pilgrims who drew up the Mayflower Compact? 3. Why do all groups need rules to live happily together?	

MacMillan Social Studies - Prudence Cutright and John Jarolimek, Senior Authors, Copyright 1982, MacMillan Pub. Co., Inc.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 X 7-9 _____ Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: 1. Identify individuals or groups within society or culture that may affect behavior.	<u>Handicapped People in our Society</u> Student investigations can provide information on the kinds of problems that handicapped people have, the gains that they have made in society, and organizations that help them. Students may mention some considerations for handicapped people that they have seen, such as special seating on public transportation and ramps in public buildings to permit easier movement of people in wheelchairs. Subjects for additional reports: Louis Braille, Helen Keller, Thomas Edison, Franklin Roosevelt	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: a. Use a variety of senses to obtain information.	Select a place outside of the school in the nearby community which the students will be able to describe. Brainstorm together in the classroom to develop a list of all the ways the setting could be identified. Discuss the senses and how we use them. Categorize items from the list developed by the class according to which of the senses would be used; for example, white birch bark (see) pine needles (smell, touch) hamburger (taste, smell) siren (hear) Then go to the site and add to the list. 5 Senses Setting: See | Hear | Smell | Taste | Touch As a follow-up, ask each student to describe a place or an object in sensory terms. Read description aloud and have students try to guess the place or object being described.	Sound of Sunshine, Sound of Rain Florence Heide Parents Magazine Press, 1970

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: b. Understanding perceptions may differ.	Show students the film, I Think. Stop the film halfway through and discuss student perceptions of the elderly lady who is the main character. Ask if they think the young girl will go to the birthday party. After viewing the film, discuss perceptions. Was the elderly women different from their first impression? Why didn't anyone know about her? Relate this movie to events students can identify in their everyday lives where perceptions may differ.	I Think Wombat Productions; 19 minutes; color E-J

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: c. Choose appropriate sources for information desired.	Have a library scavenger hunt. Prepare a ditto list asking where a student might find certain kinds of information. Example: 1) A map of Brazil 2) The author of Charlotte's Web 3) The current population of Mexico 4) The date of the French and Indian War Discuss the sources used to find the answers to the questions. Relate to on-going research activity in the classroom.	Library

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: d. Obtain information from sources.	Introduce students to writing letters as an additional way to obtain information. Examples: From a consulate a department of county or city government a local historical society an environmental group a nearby industry Teach the proper form of letter writing and addressing envelopes for business purposes. Students should use school address so letters can come to them during the school day. Allow time to share information students have received.	Free Stuff for Kids Blakely Meadowbrook Press, 1979

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: e. Translate information from one form to another.	Read a selection from an event in history. (Boston Tea Party, Paul Revere's Ride) Develop a list of ways in which the event could be shared: Poem Painting Drama Diorama Radio Show Newspaper Article Poster Clay Models After developing the list, ask each student to select one method and to use that method to prepare information on the event.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: f. Analyze information.	Ask each of the students to go to the public library to ask for a newspaper or magazines printed the year of the student's birth. (Students will probably have to take notes on what they read.) Look through the copy to determine the kinds of stories, ads, entertainment, and problems of that time. In the class the next day, discuss how life was different and the same as it is today. Help students to compare what life was like the year they were born and what it is like now.	Newspapers Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: g. Evaluate the quality of information.	Have students select an advertisement from any newspaper or magazine. Discuss the possibility that advertisers tell only good things about their products. Invent the opposite point of view for an ad by working together in class. Have each student find an advertisement and draw the ad from the opposite point of view. Discuss how to know when the information is biased.	Newspapers Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: h. Identify similarities and differences within sets of data and reasons for the differences.	Ask students to make up a list of questions about countries, such as Japan, Australia, Saudi Arabia, the USSR, and/ or Great Britain. Some questions might be: Which country is the biggest (land area)? Which country has the most people? What are the biggest cities? Use available resource material in the library to find the information in response to those questions. Put it on a master chart under such headings as Population Density of people Oil-production in rank order. When master chart is completed, students may look up answers to other questions, such as Who makes the most cars? Who grows the most flowers? Who makes the most ships? Ask students to speculate on relationships between data. Example: Why doesn't the country with the biggest land area have the biggest population? Why doesn't the country which produces the most oil have the most big cities?	Encyclopedias Alamanacs Instant Answer Book of Countries Warrender, Tyler Usborne Publishers, 1978 Master chart
203		204

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: i. Frame appropriate research questions.	The class is studying World War II. In addition to reading about it, they need to get information about the war from people who are 55 years of age and who remember WWII. Discuss with students the importance of making up good research questions: Example: What did you do to help your country in the war effort? How did you feel about our Axis enemies? What did you think we were fighting about? Point out that good research questions generally require more than "yes", "no", or one-fact answers.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: j. Formulate and test generalizations, predictions, and hypothesis based on appropriate information.	Have students make up a hypothesis based on their experiences, such as (a) Students in this school like hamburgers better than hot dogs. (b) More students watch Saturday morning cartoons than sporting events. Have students survey a population within the school to gather data to test the hypothesis. Develop a tally sheet and record responses. Draw a conclusion from the data. Use this process in the daily program by asking students to predict or hypothesize what would occur in events in American history. Example: What will the colonists' reaction be to the British tea tax? How will the Native Americans feel about being forced on to a reservation?	Tally sheet

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: **1. Gather, analyze, synthesize, and present information.** OBJECTIVE: **k. Draw conclusions**	Use one of the many available open-ended movies with the class. Show the film and then ask students to briefly write their idea about how the story problem should be resolved. Randomly place students in groups of five to discuss their solutions to the story problem. Each student can give his/her ideas. Can the group reach consensus? Bring groups back together and ask each group to report on what it agreed upon and what it did not agree upon.	Trick or Treat Churchill Films 15 minutes, color Clubhouse Boat Churchill Films 19 minutes, color Paper Drive Churchill Films 16 minutes, color

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: 1. Remain open to changes in one's opinion.	WHERE DO WE GET OPINIONS ???? Develop with students a list of sources that influence opinions, such as family friends advertisements society/school religious group Then, hand out a ditto sheet with a list of questions naming items or issues which are relevant to students at this age. Examples: What kind of jeans to wear? _____ What to buy for a birthday gift? _____ Are good grades important? _____ What's my political preference? _____ Whom should I stick up for? _____ Ask the students to rank the influential sources for each decision. Discuss the results. Ask the students to reflect about times in which they held an opinion different from those of their peers or parents.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE a. Presents own ideas.	Have students as a class read the following: Conflict and Resolution (see next page) After reading, list on the chalkboard conflicts identified by the students. Discuss and list possible solutions to conflict. Divide into groups, have students take roles of "Intruders" and "Inhabitants" discussing their own views of solutions. Have a recorder in each group who reports on suggested solutions to the problem to the whole class.	Copies of Conflict and Resolution

CONFLICT AND RESOLUTION

THE INHABITANTS

You are a group of people who have lived in this territory for twenty years. You were the first people to settle in this valley. The area appealed to you for the following reasons:

1. The valley was small - just large enough for you to settle and raise food for your families.

2. The weather was warm and sunny with enough rain to water the crops.

3. A river ran nearby and would provide clean water for drinking.

4. Trees on the hillsides provided lumber for houses and added to the beauty of the scenery.

5. Wild animals roamed the woods and were a source of meat.

THE INTRUDERS

You arrived in the valley about three years ago. You had been driven from your homeland and were seeking a safe place to live. The area appealed to you for the following reasons:

1. The valley was small - just large enough to buy some land and build some industries.

2. A river was nearby and would provide water for the lumber and paper industries.

3. Trees on the hillsides would provide raw materials for the lumber and paper industries.

4. The weather was warm and sunny providing enough rain for the trees to grow and a pleasant environment for those who would work outside.

THE STORY

When the intruders first moved into the valley, they were not called intruders at all. The inhabitants sold them some of their crops and they seemed to be well accepted. Then, suddenly, things seemed to change just about the time the saw mill and paper industries began. Soon these people became known as the "intruders."

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments and as a member of a group. OBJECTIVE: b. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.	Display photographs, slides, or other sources of interest. EXAMPLES: - family activities - drugs - supermarket scene - children activity Allow student to familiarize themselves with scene. Elicit responses to the questions. - What is happening? - What happened before? - What will happen later? Write the responses given in a concise statement that sustains the essence, asking the speaker: "Is this what I heard you say?"	Photos Slides

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: c. Listen and respond appropriately.	Tape record a short selection form a social studies text. After the students have listened to the selection, distribute a list of about 10-15 short phrases that are relevant to the selection. Have the students select the best four or so phrases to be used in recalling the main points of the selection. Call on students to discuss their selections and their reasons for specific choices.	Textbooks

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE c. Listen and respond appropriately.	List on chalkboard or chart responses to the following questions: What group runs our city government? How is that group chosen? What are some of the jobs/responsibilities of this group? Have students write to the Mayor and/or members of City Council requesting information about individual or collective roles in city government. View film/filmstrip about city government. After students develop pertinent questions, have a representative of city government as a guest speaker. Questions might include: What is the selection procedure for your job? What are your responsibilities? What is the relationship between ____ and the Mayor?	"Cities at Work" (filmstrip) Science Research Associates Local city government officials

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE d. Solicit information from others when needed.	Have students, in groups, gather information about a number of selected ethnic groups. Have each student group compile, discuss, and organize findings, then place on retrieval charts. Ethnic Group: Arts | # in U.S. | Location | Religion | Occupation Groups will share information with class in the form of a simulated press conference, i.e. one person will offer preliminary remarks followed by questions from the press corps who are the other members of her/his study group.	Encyclopedia "Minorities Have Made America Great" (filmstrip) Warren Schloat Productions Magazines Representatives of ethnic groups

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 __X__ 7-9 _____ Type of Objective: Attitude ____ Knowledge____ Skills __X__ STRAND: 2. Develop the skills necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: e. Encourage others to express themselves.	Show selected pictures or slides of particular situations which fit into the unit study: e.g., a flooded town; a farmer using a machine to harvest corn; a wagon train on the Oregon Trail; the civil rights march to Selma; a Nigerian town market; village women in India preparing a meal. Ask students to respond in writing to the following questions: 1. What is happening in the picture (or slide)? 2. What probably happened before this? 3. What will probably happen next? Share responses with class. Class commentary and discussion.	Pictures from magazines Newspapers Slides

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: f. Recognize divergent roles within a group.	Brainstorm in the class about the duties and tasks which must be done by individuals in different types of groups: -family (wage earner, cook, chauffeur, bookkeeper, etc.) -class (leader, helper, recorder, teacher, etc.) -city council (representative, mayor, city attorney etc.) -club (president, secretary, treasurer, etc.) Make a chart similar to the one below: Group | Member roles Share information in the class.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: g. Recognize emotions and feelings operating within a group and allowing for their expression.	Elicit from students examples of apathetic behavior as in newspapers, personal experiences, etc. Respond to questions: a) What was the apathetic behavior? b) What happened as a result of the behavior? c) What might have happened if behavior had been different? EXAMPLE: A person being molested. A passerby noting what is happening, but offering no direct assistance, nor sounding alarm. Discuss possible reasons for apathetic behavior. List all opinions of group.	Newspapers Magazines Pictures commercially published for the classroom

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 x 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: h. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.	Have students observe a selected behavior program or read same account of events. Divide into groups to chart the following information: -theme -main personalities -problem/conflict -how solved or otherwise dealt with -what was learned by a) personalities b) self Share findings with class. Have students comment in terms of whether or not own findings were defended.	Television program Newspaper

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 X 7-9 ____ Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and govenments both as an individual and as a member of a group. OBJECTIVE: 1. Use conflict resolution strategies.	Have students locate newspaper articles or pictures which depict either conflict or cooperation. Divide class into groups. Groups decide whether their particular pictures illustrate conflict or cooperation. Share with class: a) Which is illustrated: confict or cooperation? b) What in/about the article or picture supports the decision? Conflict Cooperation Supporting Facts Brainstorm ways to resolve the conflict.	Newspapers Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions.	Show "Trade-Offs" film or video cassette No. 3 Give and Take in which a group of students discuss the problem of too few bike racks at school and the different alternatives available. Have class address the same problem as the film or select a more appropriate issue for group decision making (e.g., necessity for cutting drastically the school system's transportation and utility costs). Emphasize the need for locating reliable information about the problem, the possible costs and benefits of each. Distinguish between situations in which 1) only one alternative is possible (with a resulting opportunity cost of not choosing one of the other alternatives) and situations in which compromise, or trade-offs are possible.	Give and Take, "Trade-Offs" film from the Joint Council on Economic Education (also available in video cassette) (S,T) Our Values, filmstrips and cassettes from Westinghouse Learning Corp. (S,T) Ideas about Choosing book by Maher and Symmes from Franklin Watts, Inc. (S,T) Elementary Economist, periodical from National Center of Economic Education for Children (T)

OBJECTIVES:

a. Recognize the occasion or need for decisions.
b. Analyze the problem.
c. Identify alternative courses of action.
d. Project long and short term consequences of alternative courses of action.
e. Identify related values and goals.
f. Judge consequences in the light of values and goals.
g. Make a choice of alternative courses of action or some trade-off among them.
h. Develop strategies to carry out the approach.
i. Apply the approach in making a decision or solving a problem.
j. Reevaluate and reformulate the process if goals are not met or new information is introduced.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions. OBJECTIVE: a. Recognize the need for decision. b. Analyze the problem. c. Identify alternative courses of action. d. Project... consequences of alternative courses of action. e. Identify...goals. f. Judge consequences in light of goals. g. Make a choice of alternative courses of action or some trade-off.	1. Students begin with two of a lively series of four lessons on methods of influencing political decisions, chiefly as they appear in students' lives. First students read cartoons illustrating five methods: using authority, power, reward, affection, and information. 2. Students follow up with practice in matching the methods of influence with everyday situations they might encounter. 3. Then students use role cards to role play each of the five methods of influence as ways of handling a classroom situation. 4. After role playing, students decide which of the five methods, or some trade-off among them, was most effective in reaching their identified goal.	These lessons are taken from a short, sequential program, Citizenship Decision Making: Skills Activities and Materials, by Roger LaRaus and Richard Remy, Addison Wesley: 1978. One booklet serves a class since materials for students are to be reproduced for classroom use. Teaching suggestions are included.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 X 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions. OBJECTIVE: a. Recognize the need ... for decision. b. Analyze the problem. c. Identify alternative courses of action. d. Project..consequences of alternative courses of action. e. Identify related values. f. Judge consequences in light of values... g. Make a choice of alternative courses of action or some trade-off.	1. At a suitable point in studying how a business operates, the class focuses on this case. Mary and a friend have been pilfering candy bars in a supermarket. Pilfering is common in that store and adds to costs and so to prices. Mary feels bad about what she has been doing, but does not want to get herself and her friend in trouble. Besides, Mary is pretty sure now that the story manager has seen her taking candy. What should Mary do? 2. Each student has a copy of the case and a larger copy of the diagram of steps in the decision making process. 3. After students have read the case, the teacher asks them to propose courses of action for Mary. Two (or perhaps more) are agreed upon. Then the teacher helps students talk through the steps in decision making by such questions as these. If Mary tells the store manager, what will he do? What will her parents think? What will happen to the amount of pilfering? Is that a good thing? Bad thing? What will happen if Mary doesn't tell? Who will actually have to pay for the candy bars? What students will volunteer to have their families pay more for groceries? What values are really important here? Having candy bars? Being honest? What is the best thing for Mary to do in light of the most important value? 4. Each student fills in the diagram and makes his/her own decision in the end.	A teacher-prepared case from situations children encounter in their own lives. This case is simply illustrative. The textbook or any other simple account of business operation. Interviews of supermarket managers and parents can add emphasis and reality. A diagram of the steps in decision making on a sheet large enough to fill in structures the process. STEP 1 What is the problem? STEP 2 What are two courses of action for dealing with this problem? STEP 3 Consequences of the first course of action? What are positive? Negative? Consequences of the second? Which are positive? Negative? STEP 4 What values are involved? STEP 5 What is your own decision?

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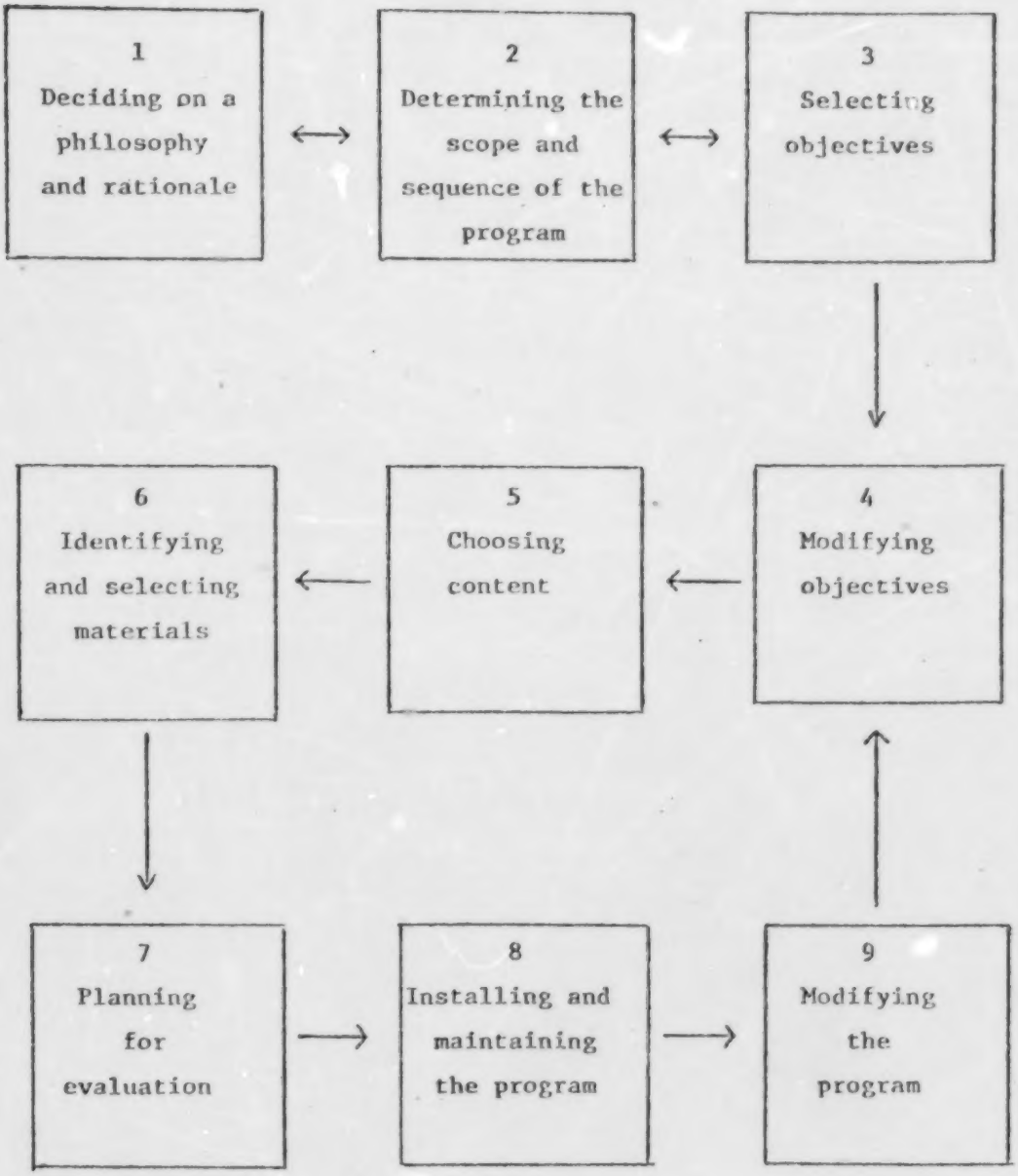
APPENDIX A

A MODEL FOR SOCIAL STUDIES PROGRAM PLANNING

BASED ON STUDENT-CENTERED OBJECTIVES*



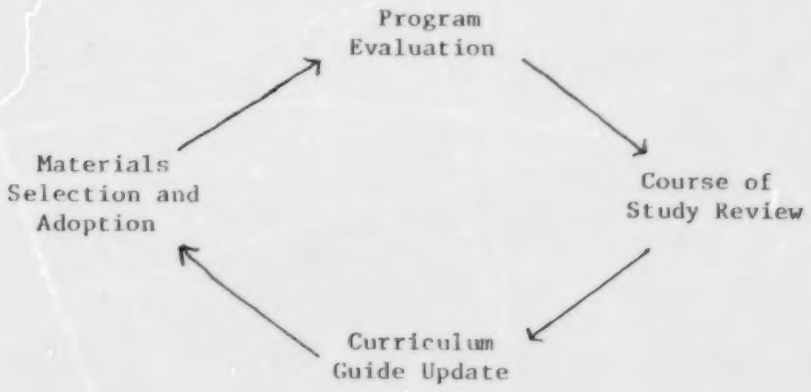
*Davis, James E. and Holey, Frances, Editors, Planning A Social Studies Program: Activities, Guidelines, and Resources. Social Science Education Consortium, Inc. Boulder, Colorado, 1977. pp. 3-6.

APPENDIX A-1

PROGRAM EVALUATION PROCEDURES*

Program evaluation should be a periodic activity for a school district. It involves establishing a set of desired conditions or outcomes for a curricular area, gathering data indicative of the degree to which those outcomes are being attained, measuring the variance between the two sets of information, and determining priorities based on the new information.

A program evaluation should be correlated with activities such as course of study revision, curriculum guide update, and materials selection. Ideally, program evaluation should precede these activities. Eventually, these four activities should occur on a cyclical basis as suggested in the diagram below:



In this sense, program evaluation involves more than the measurement of student attainment of goals and objectives. Student attainment of goals and objectives is just one part of the whole. Program evaluation should also determine which instructional elements, curriculum components, learning settings, and program activities have the greatest positive effect on learning.

In conducting program evaluations several questions need to be addressed:

1. Do the existing courses of study have goals and objectives?
2. Are these goals and objectives stated in such a way that they may be evaluated?
3. What factors are related to the attainment of the goals and objectives?
4. Are the present goals and objectives based on:
   - individual learners and how they learn?
   - society and its needs?
   - organized knowledge?

Once the commitment has been made by school personnel to conduct a program evaluation, an action plan should be developed, implemented and evaluated.

*Course of Study Development: A Process Model. State of Ohio Department of Education. Columbus, Ohio, 1980. Used with permission, all rights reserved.

APPENDIX B

A SAMPLE LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION*

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES; SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

*Used with permission of the Saginaw Public Schools. A Policy Statement should be approved by the local board of education in the district. The Policy Statement would be included in a prescribed course of study along with a sequential listing of courses offered at all levels (K-12) and scope statements for each course (see diagram on page 208).

APPENDIX C

SOCIAL STUDIES CURRICULUM: SCOPE AND SEQUENCE

The social studies curriculum offered in a school district should reflect a logical and consistent approach to curriculum improvement and program development. Historically, most social studies curriculum models reflect the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools (7-12).

Obviously, for a variety of reasons a district might prefer, with good and sound rationale, to have required or elective courses at grade levels other than those listed. They might also choose to have a larger number of required social studies offerings than what is indicated in the suggested model included in this document.

The suggested sequence listings presented in the publication can be used by a school system as a reference point when the social studies program is examined. The social studies curriculum of a district should be evaluated carefully prior to the year in which textbooks are being adopted. Courses should not be added or eliminated without taking into consideration State Statutes, State Board of Education Recommendations and pertinent local factors. This includes the ideas of students, parents, and others.*

The social studies curriculum at any level - elementary, junior/middle, senior - should not be altered or modified without taking into serious consideration what is taught at the other levels. In particular, as the scope and sequence matters are being determined, serious attention should be given to the appropriateness of what is being proposed in regard to the developmental level of the students and the immediate relevance of the instruction in the lives of the learner. There should be a logical and educationally sound basis for whatever scope and sequence model is followed.

New or experimental curriculum ideas such as interdisciplinary studies involving both the social studies and language arts or social studies and the arts, should be encouraged.

The Michigan State Board of Education has approved position statements and guidelines which include recommendations to all Michigan school districts in regard to global education, consumer economics education, multicultural education, and environmental education. Within this document special attention is also given to the area of law-related education. As Michigan school districts periodically review and revise their social studies program, appropriate attention should be given to these recommendations to insure that appropriate and feasible components are not excluded from their K-12 program.

For example, in regard to multicultural education, attention should be given to the notion that, the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development.

*See A Position Statement and Resource Guide on Involvement of Parents and Other Citizens in the Educational System (1982)

APPENDIX C-1

RECOMMENDED SEQUENCE

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADE	TOPIC
KINDERGARTEN	MYSELF AND OTHERS
GRADE 1	SCHOOL AND FAMILY
GRADE 2	NEIGHBORHOODS
GRADE 3	COMMUNITIES: URBAN, SUBURBAN AND RURAL
GRADE 4	MICHIGAN: LOCAL AND STATE HISTORY/GEOGRAPHY
GRADE 5	THE UNITED STATES AND CANADA
GRADE 6	GEOGRAPHY: WESTERN HEMISPHERE - MEXICO, BRAZIL, ARGENTINA AND CENTRAL AMERICA CULTURAL STUDIES - BLACKS, HISPANICS, AMERICAN INDIANS, ASIAN AMERICANS, AND APPROPRIATE OTHER CULTURAL/ETHNIC GROUPS - WOMEN, AGED AND HANDICAPPED
GRADE 7	GEOGRAPHY: EASTERN HEMISPHERE - ASIA: JAPAN AND CHINA - AFRICA: KENYA, NIGERIA AND SOUTH AFRICA - EUROPE: RUSSIA AND WESTERN EUROPE - THE MIDDLE EAST
GRADE 8	UNITED STATES AND MICHIGAN HISTORY: EXPLORATION - CIVIL WAR
GRADE 9	PRACTICAL LAW (1 SEMESTER) CONSUMER ECONOMICS (1 SEMESTER)
GRADE 10	UNITED STATES AND MICHIGAN HISTORY: RECONSTRUCTION - PRESENT
GRADE 11	CIVICS/GOVERNMENT (1 SEMESTER) GLOBAL ISSUES (1 SEMESTER)
GRADE 12	ELECTIVES

GRADE 9-12 ELECTIVE OFFERINGS:

ANTHROPOLOGY	POLITICAL SCIENCE	ETHNIC STUDIES
ECONOMICS	PSYCHOLOGY	SOCIAL PROBLEMS
GEOGRAPHY	SOCIOLOGY	URBAN STUDIES
HISTORY (STATE AND WORLD)	WOMEN'S STUDIES	ENVIRONMENTAL STUDIES

BASIC GEOGRAPHY SKILLS WILL BE INTRODUCED, MASTERED AND REINFORCED AS APPROPRIATE AT ALL LEVELS.

ATTENTION APPROPRIATE FOR AGE/GRADE LEVELS WILL BE GIVEN AT ALL LEVELS TO ISSUES/TOPICS SUCH AS:

FOOD	RACE AND ETHNICITY	LANGUAGE
HEALTH	RIGHTS AND RESPONSIBILITIES	ARTS AND CULTURE
POPULATION	RELIGIOUS ISSUES	ENERGY
WAR AND ARMAMENTS	NATURAL CHARACTERISTICS (PHYSICAL GEOGRAPHY)	POVERTY
ENVIRONMENT	INTERNATIONAL MONETARY AND TRADE RELATIONS	RELATIONS AMONG NATIONS/STATES

APPENDIX D

Social Studies Skills Chart

Skills are one of three categories of objectives included in the Essential Performance Objectives for Social Studies document; attitudes and knowledge are the other two. Skills are listed without content attached simply because listing skills with content would be too cumbersome. In actual classroom teaching situations, however, skills, attitudes, and knowledge are tightly related. A moment's reflection will show us all that students can not practice skills in a vacuum; they must practice and use skills in some content. It is an inefficient use of learning time to practice skills in content not included in the knowledge objectives or, worse yet, in trivial content. At times teachers may want to focus on some skills in a special set of lessons apart from the mainstream of the course. For the most part, however, learning skills should go along with learning knowledge and attitudes in the ordinary flow of a course. A few illustrative learning activities included in this document are generic in nature; that is, the content in which the skills are to be practiced is purposely general, and usable in many sorts of learning activities. Most of the illustrative learning activities, however, show skills in specific content taken from the knowledge or attitude objectives included in the Essential Performance Objectives for Social Studies.

Skills in the Essential Performance Objectives for Social Studies are stated broadly. Since many teachers find more specific listings helpful, skills in #1, "Gather . . . information," are spelled out in the chart on the following pages. Still, limits on specificity are necessary even here, lest the publication of Illustrative Learning Activities be too bulky for use. Consequently, skills in #2, "Skills necessary for participation," and #3, "Decision Making Skills," are repeated with hardly more amplification than appears in their statement in the Essential . . . Objectives.

Skills can be classified in many ways; the classification here follows that in the Essential . . . Objectives. Surely there are other defensible classifications, such as those usually made explicit in good social studies programs and/or commercial textbooks.

The skills which follow are assigned to grade levels, coded as they are listed in Essential . . . Objectives. Nonetheless, it is difficult to say which skills are peculiarly appropriate for some grade levels and not others. Think of the all-important skills in reading. Surely they are important at all grade levels. Here are a few rules of thumb. The more complex the content-the more specific points therein and the more sets of interrelations among them-the harder it is to learn the skills in such content. The greater our unfamiliarity with the points of concent, the greater the lack of concrete experience in the area, the greater is the difficulty of skills tied to it. The more abstract the content, the farther it is removed from concrete experience, the more difficult the learning of skills in such content. The more threatening the content - the more it upsets or contradicts our basic beliefs and feeling of makes us insecure - the harder it is to learn the skills in such content. Moreover, some skills are themselves more complex and hence harder; comprehension is easer than analysis, which is, in turn, easier then evaluation or the process of decision making.

Teachers at all grade levels can and should make the final decision as to what their students can handle. It may help, though, to notice that when skills seem "too difficult" students need simpler content for learning such skills; when skills seem "too easy," students need content that is "harder." The content to which the skills are tied influences ability to learn the skills.

	K-3	4-6	7-9
1. GATHER, ANALYZE, SYNTHESIZE, AND PRESENT INFORMATION			
a. Use a variety of senses to obtain information.	RM	M	A
b. Understand that perceptions of the same object or event may differ from person to person.	R	R	M
c. Choose appropriate sources for information desired.			
1) Books, articles, newspapers, magazines.	R	RM	M
2) Filmstrips, films, pictures, records, video tapes.	R	RM	MA
3) Reference materials such as encyclopedias and dictionaries.	R	RM	MA
4) Library resources such as the card catalogue.	R	MA	A
5) Bibliographic sources such as the Reader's Guide.		R	RM
6) Interviewing appropriate persons.	R	RM	MA
7) Actual observation.	R	R	M
d. Obtain information from a variety of sources.			
I) Reading a variety of materials:			
a) Descriptive and/or explanatory social science/history material.	R	RM	M
b) Charts, graphs, tables, cartoons, diagrams, maps.	R	M	MA
c) Plays, poetry, fiction.	R	RM	M
d) Accounts, stories, cases.	R	RM	M
e) Magazines and newspapers.	R	RM	M
2) Reading			
a) Vocabulary.	RM	MA	A
b) Literal comprehension: e.g., specific points; topic sentences and main ideas; use of chapter and section headings; association with experience; following sequence and organization; paraphrasing.	R	RM	M
c) Interpretive comprehension: e.g., noticing purpose of material; distinguishing fantasy and reality; recognizing similes and metaphors, tone; separating fact from opinion; recognizing point of view; following such relationships as cause/effect, like/difference, argument; seeing omissions.	R	R	RM
d) Read to fit a variety of purposes: e.g., skim, acquire knowledge, enjoy.	R	RM	MA
e) Use study aids in a book: e.g., index, glossary, study questions.	R	M	MA

R = READINESS/EXPOSURE/INTRODCUTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
3. Using maps and globes.			
a) Comprehend a map or globe as a representation of a concrete area.	R	RM	MA
b) Can draw in boundaries, geographic features, cities and such on maps.	R	RM	MA
c) Identify cardinal and intermediate directions on maps and globes.	R	RM	MA
d) Locate common places, geographic features, states, areas, continents, oceans; area patterns; able to use atlas, index.	R	M	MA
e) Find distances by using map scales.	R	RM	MA
f) Use map symbols: e.g., colors, circles, lines, stated in map keys and legends.	R	RM	MA
g) Recognize differences in purposes of maps and globes: distortions from type of projection; maps of historic features; physical and political maps, maps which give some type of information but not other.		RM	M
4. Use time and dates.			
a) Make and read time lines.	R	RM	MA
b) Use time zones.		R	MA
c) Recognize such measures of time as BC/AD, other calendars.		R	M
5) Use pictures, charts, diagrams, tables, graphs, cartoons.			
a) Comprehends as representation of concrete objects and data.	R	RM	MA
b) Literal comprehension: specific points, topics and main ideas; context clues; use of titles, organizational devices, symbols.	R	RM	MA
c) Interpretive comprehension: relations such as like/different, trends; point of view; omissions.	R	RM	M
6) Watch a film, filmstrip, TV program: literal comprehension of points, order, topic and main idea, association with experience; and interpretive comprehension of like/different, cause/effect, point of view, argument, purpose.	R	RM	M
7) Listen to a lecture: e.g., following points in order, asking questions, acting courteously.	R	RM	M
8) Interview by preparing and asking proper questions, making appointments, acting courteously, taking notes or recording.	R	RM	M
9) Observe by noticing what actually happens, asking questions, acting courteously.	R	M	MA
10) Survey by preparing a major question, developing sub-questions, asking proper number of people, summarizing.	R	R	M
11) Follow directions.	RM	M	MA

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
e. Translate information from one form to another.			
1) Changes a communication to another form: e.g., from a story to a picture, from a main idea to a poster, from quantitative data to a graph, prose to a play, principles and case to a role-play, writing up an observed event.	R	RM	M
2) Take notes.	R	RM	M
3) Outline.	R	RM	M
4) Develop a larger idea out of specific points by comparison and contrast, grouping by criteria, projecting trends.		R	RM
5) Change a communication into simpler language or format or example.	R	RM	M
f. Analyze information.			
1) Taking a communication apart by recognizing major and minor points, assumptions, hypotheses.	R	RM	M
2) Seeing relationships such as points supporting a conclusion, inconsistent or off-subject points, distinguish cause/effect from sequence, simple logical fallacies.		R	RM
3) Recognizing principles of organization such as techniques used to persuade, make a communication effective.		R	RM
g. Express oneself with consistency, continuity, clarity, and conciseness in any given communication such as a written project, a report to the class, a debate.	R	RM	MA
h. Evaluate the quality of information by e.g., recognizing bias, the source and its authority; distinguishing primary from secondary sources, important from unimportant.		R	RM
i. Identify similarities and differences within sets of data and reasons for these differences; e.g., comparing and contrasting accounts of events, basic questions, treatment of topics, arguments.	R	M	MA
j. Frame appropriate research questions: identify what to look for in e.g. a survey, a report.		R	RM
k. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.		R	RM

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
l. Draw conclusions.	R	RM	M
m. Remain open to change one's opinions.	R	RM	M
n. Apply what is learned to new situations: principles, generalizations, major ideas.	R	RM	M
2. DEVELOP THE SKILLS NECESSARY FOR PARTICIPATION IN SOCIETY AND GOVERNMENTS BOTH AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP			
a. Presents own ideas orally or in reports to the class, in writing, in a display of some sort.	R	MA	A
b. Paraphrase what has been heard and obtain agreement from the speaker that paraphrasing is correct.	R	RM	M
c. Listen and respond appropriately.	M	MA	A
d. Solicit clarification from others when needed.	R	M	MA
e. Encourage others to express themselves.	R	M	MA
f. Recegnize divergent roles within a group: e.g., chair, secretary, individual assignment.	R	M	A
g. Recognize emotions and feelings operating within a group.	R	RM	M
h. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.	R	M	MA
i. Use conflict resolution strategies: e.g., sharing, voting, agreed-upon rules, discussion of problems.	R	M	MA
3. MAKE DECISIONS			
a. Recognize the occasion and need for decisions.	R	RM	MA
b. Analyze the problem.	R	MA	MA
c. Identify alternative courses of action.	R	MA	MA
d. Project long and short term consequences of alternative courses of action.	R	MA	A

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
e. Identify related values and goals.	R	MA	MA
f. Judge consequences in the light of values and goals.	R	MA	MA
g. Make a choice of alternative courses of action or some trade-off among them.	R	RM	MA
h. Develop strategies to carry out the approach.	R	RM	MA
i. Apply the approach in making a decision or solving a problem.	R	RM	MA
j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.	R	RM	MA

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

APPENDIX E

Goals for Multicultural Education

Education which is multicultural is goal-oriented. Successful implementation of the concept in school curriculum should result in students having:

1. An understanding and appreciation for their own culture and heritage.

2. An understanding and respect for those who belong to cultures other than their own.

3. The ability to interact with others of varying cultural backgrounds.

4. An understanding and acceptance of the concept of cultural pluralism and that the American society is pluralistic in nature.

Goals for Schools: Global Issues

-- To redesign and implement, where appropriate, curriculum and instructional programs to insure that adequate attention is given to global issues, i.e.,

peace	food	human rights
poverty	health	natural resources
population	environment	energy
pollution	racial and ethnic conflict	

-- To provide learning experiences that give students the ability to view the world as an interdependent, pluralistic and global community.

-- To provide learning experiences for students which will enable them to become less ethnocentric and parochial.

APPENDIX F

CURRICULUM AND INSTRUCTION INFUSION MODEL

CURRICULUM AREAS

EMPHASIS/CONCERNS	LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	VOCATION/CAREER	VISUAL ARTS	HEALTH	PHYSICAL EDUCATION	MUSIC
MULTICULTURAL									
PERSONAL, INTERPERSONAL AND SOCIAL UNDERSTANDINGS									
COMPENSATORY EDUCATION									
SPECIAL EDUCATION									
BILINGUAL									
CAREER DEVELOPMENT									
ENVIRONMENT									
LAW									
CONSUMER									
GLOBAL									
GIFTED & TALENTED									

One possible way for responding to the demands from various interest groups to include within the curriculum emphasis on their particular concern is to consider what is appropriate and feasible to be included within traditional areas of instruction. It would be impossible to have separate courses for the large number of suggestions received (Emphasis/Concerns Column of above chart), given the limited amount of time in the school day and year, limited amount of resources, limits on in-service education opportunities and such.

APPENDIX F-1

SOCIAL STUDIES COURSE OF STUDY*

What Is A Course of Study

The course of study is both the official statement of what shall be taught in a district and a form of communication. As the official statement of what shall be taught, it represents an educational commitment on the part of school personnel involved in its development and implementation and the board of education which approves it. As a form of communication, it tells school personnel clearly and concisely what is to be taught in a given subject or area of study for a particular grade or combination of grades. It also conveys to all interested persons an accurate description of what is currently being taught.

The course of study is primarily a working document that gives both structure and direction to the educational program. The philosophy of the subject area, as stated in the course of study, should be consistent with the stated philosophy of the school and school district. Goals and objectives should be those which permit accurate assessment of the extent to which objectives are met.

Although educators often use the terms interchangeably, a graded course of study is not a curriculum guide. The course of study and the curriculum guide have separate functions.

Course of Study

1) Prescribes what is to be taught in a given subject or area of study.

2) Is general in nature. Broadly defines the educational program in terms of philosophy, goals, and objectives.

3) Can be changed only by action of the board of education.

*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All Rights reserved.

SOCIAL STUDIES CURRICULUM GUIDES SHOULD INCLUDE:

1) GRADE/COURSE TITLE
2) TABLE OF CONTENTS
3) INTRODUCTION/HOW TO USE
4) DISTRICT SOCIAL STUDIES PROGRAM PHILOSOPHY
5) DISTRICT SOCIAL STUDIES SCOPE AND SEQUENCE
6) GRADE/COURSE SCOPE STATEMENT
7) LISTING OF SOCIAL STUDIES ATTITUDE, KNOWLEDGE AND SKILL STRANDS, OBJECTIVES, AND GRADE LEVEL/COURSE RESPONSIBILITIES (E.G., READINESS, INTRODUCTION, MASTERY AND APPLICATION/MAINTENANCE)
8) OVERVIEW GRID (LISTING) SHOWING RELATIONSHIPS BETWEEN UNITS AND STRANDS
9) UNITS OF STUDY

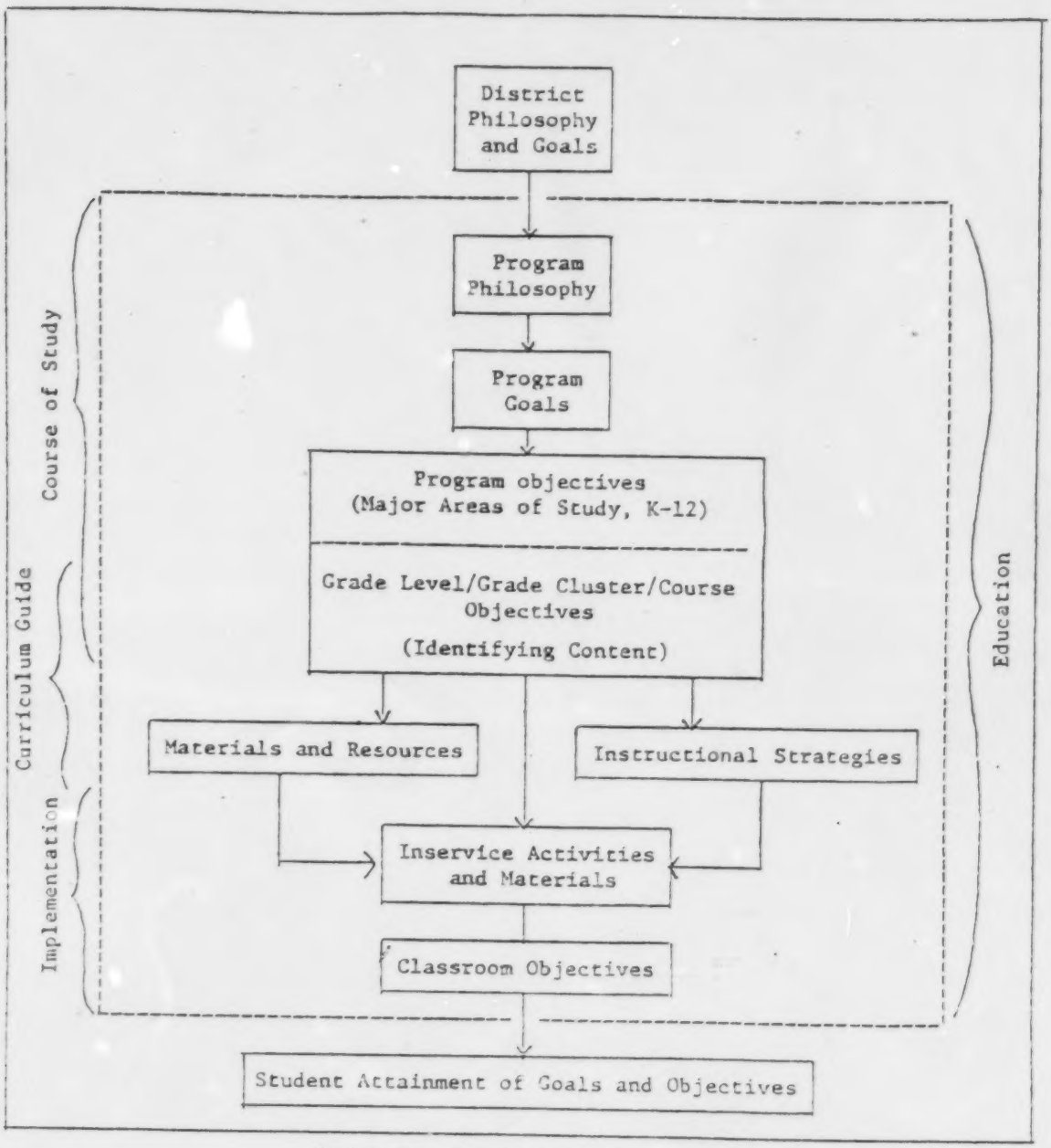
   EACH UNIT INCLUDES:

   TITLE OF UNIT
   STRANDS
   OBJECTIVES
   LEARNING EXPERIENCE
   RESOURCES

A CURRICULUM GUIDE*

1) Suggests how a given subject or area of study may be taught.
2) Is specific in nature, contains suggestions as to instructional aids, materials, learning experiences, teaching methods and student assessment.
3) Is revised, altered or amended as necessary at the discretion of school personnel.

*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All rights reserved.



Model for Curriculum Development *

Summary

Course of study requirements are not new in schools. For years schools district personnel have engaged in curriculum review and course of study development in order to provide quality educational programs for students. Four reasons make the course of study essential to a school district's educational program. First, the course of study is mandated by law. Second, the course of study ensures commonality and continuity in the educational program available to students within school districts. Third, the course of study gives parents and students an accurate description of the content that will be covered during a school year. And fourth, the course of study identifies the skills and concepts teachers are responsible for teaching.

*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All rights reserved.

APPENDIX G

A SUGGESTED POLICY ON CONTROVERSIAL ISSUES*

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their lives, is vital to the continuation of our society, and is appropriate to their maturity levels.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their vital role, teachers need not be neutral, but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wide decisions relative to such issues.

Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.

*From page 116, A Course of Study for Social Studies in Utah, copyright 1981, by Utah State Office of Education. Used by permission of the publisher, Utah State Office of Education, Salt Lake City, Utah. All rights reserved.

APPENDIX H

EDUCATION ABOUT COOPERATIVES

In Michigan in 1981, the Governor-appointed Task Force on Cooperatives recommended that the State Department of Education prepare teachers to teach about cooperatives. Following field-testing in Spring, 1983, The Curriculum Guide on Cooperatives: Three Modules for Middle School will be available in Fall, 1983 for statewide and national use. The materials will be adapated for elementary, high school and adult education use in 1983-84. For information contact the Michigan Alliance of Cooperatives, P.O. Box 8032, Ann Arbor, Michigan 48107.

The study of cooperatives provides teachers and students with a unique opportunity to study economic and social life of the U.S. and other societies. Students will consider different patterns of human social interactions and principles of social and economic organization. At the same time, students will learn about different forms of business structures operating in their own community as well as obtain direct experience by participating in producer and consumer cooperatives. In addition to educating students about democratic organizational structures that operate both in the economic and social realms, the study of cooperatives also provides the opportunity to develop crucial life skills of collective action and active involvement and participation in democratic, self-help organizations. Students will become familiar with these concepts both through their study of the history, principles, values, and status of cooperatives and through their own experiences as participants in cooperatives.

The curriculum materials on cooperatives are designed to foster learning of the following key concepts:

1. Cooperative and competitive behaviors and values of humans, and social and economic systems;
2. The four types of business in the U.S. and European economies;
3. The production and consumption roles all citizens play and options available for exercising these roles.

The materials also provide opportunities for teaching the concepts and objectives of the following subject matter:

Social Studies*	Industrial Arts
Language Arts	Home Economics
Mathematics	Creative Arts
Science	Physical Education
Business	

*Including all topics recommended for grades 1-12, with 1983 materials specific for 6-9th grade topics: World Cultures, Global Geography; U.S. History, Practical Law; Consumer and Economic Education.

In addition to using conventional classroom methods for academic training, the curriculum materials on cooperatives are designed to help students "learn by doing." Students gain from actual work experience which is structured to strengthen decision-making, problem-solving, planning-evaluating, critical thinking and writing skills. The modules especially focus on leadership development and citizenship training to enhance students' effectiveness both as consumers and productive members of society.

It is recommended that the following curriculum resource materials should be considered when teachers are studying objectives at the 7-9 grade level.

The Curriculum Guide on Cooperatives: Three Modules for Middle School. Published in 1983 by the Michigan Alliance of Cooperatives, P.O. Box 8032, Ann Arbor, Michigan 48107

Attitudes:
- Strand 1: a.
- Strand 2: --
- Strand 3: d, e.
- Strand 4: a, b, c.
- Strand 5: e, f, g, h.

Knowledge:
- Strand 1: d, f, g.
- Strand 2: a, b, e, h, i, j, n, o.
- Strand 3: a, b, c, d, e, f.
- Strand 4: d.
- Strand 5: a, b, f, g, j.
- Strand 6: a, b, c, d, e, g, h, i, j, k, n, o.
- Strand 7: a, b, g, h, i.
- Strand 8: --
- Strand 9: --
- Strand 10: a, b, c, f.
- Strand 11: c, d, e, j, k.

Skills:
- Strand 1: c, d, e, f.
- Strand 2: a, b, c, d, e, f, g, h, i.
- Strand 3: a, b, c, d, e, f, g, h, i, j.

Cooperative Outlooks - Social Studies. Co-operative College of Canada, 141 105th Street, West, Saskatoon, Saskatchewan, S7N 1N3

Attitudes:
- Strand 1: --
- Strand 2: --
- Strand 3: d, e.
- Strand 4: --
- Strand 5: --

Knowledge:
Strand 1: --
Strand 2: a, b, e, h, i, j, n, o.
Strand 3: a, b, c, d, e, f.
Strand 4: a, c, d, h, i.
Strand 5: a, b, f, g, j.
Strand 6: a, b, c, d, e, g, h, i, j, k, n.
Strand 7: --
Strand 8: --
Strand 9: v.
Strand 10: a, c, d, f.
Strand 11: k.

Skills:
Strand 1: --
Strand 2: --
Strand 3: --

Teacher's Guide to the Economy and Business Organization with Student Materials. The Cooperative League of the U.S.A., 1828 L Street, N.W., Suite 1100, Washington, D.C. 20036

Knowledge:
Strand 6: a, b, c, d, e, g, h, i, j, k.
Strand 10: c, f.

A Classroom Money Management Kit. National Credit Union Youth Program, P.O. Box 391, Madison, Wisconsin 53701

Knowledge:
Strand 7: a, b, f, h.

APPENDIX I

EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government in the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES: CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic schools. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) The Common Goals of Michigan Education (1979)

2) The Michigan Essential Skills (1979)

3) Determining Common Goals for Local Schools

4) Position Statement on Multicultural Education (1979)

5) Guidelines for Providing Integrated Education in School Districts (1977) *

6) Guidelines for Global Education (1977)

7) Consumer Economics Education Guidelines (1979)

8) Environmental Education Guidelines (1973)

9) Michigan Life Role Competencies (1978)

10) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

*Copies available in State Library, State Department of Education and Regional Educational Media Centers for review purposes only

APPENDIX J

GLOSSARY

ARTICULATED PROGRAM: One in which each course is derived from and builds on those preceding it.

BEHAVIORAL OBJECTIVES: Behavioral objectives are those which are written in terms of expected overt student behavior which is measurable. Many of the objectives included in the Essential Performance Objectives for Social Studies are less specific in nature than strictly defined behavioral objectives.

CONCEPTS: Concepts are ideas that involve broad meaning, are definitional in nature and represent those characteristics that are common to a class or group of things. These ideas may range from the simple (river) to the complex and abstract (justice). Examples:

Culture is a people's way of life: shared ideas, meanings, values, and patterns of behavior, which are integrated, coherent, and, in some degree, changing.

Money is a medium of exchange, a standard measure of value, and a store of value.

Environment is the combination of external social and especially physical conditions which influence people and other living things, both individually and as communities.

Freedom is the opportunity and ability to pursue worthwhile goals.

Demand is the quantity of a good or service that people are willing to buy at a given price.

Capital represents produced goods that can be used as factor inputs for further production.

A social role is a pattern of behavior directed in the form of expectations from one person to another and accepted as a guide to the behavior of individuals as part of their group(s).

COURSE OF STUDY:

A course of study prescribes what is to be taught in a given subject or area of study; is general in nature; broadly defines the educational program in terms of philosophy, goals and objectives; and, can be changed only by action of a board of education (See Appendix F-D).

CURRICULUM GUIDE:

A curriculum guide suggests how a given subject or area of study may be taught; is specific in nature; contains suggestions as to instructional aids, materials, learning activities (experiences) and teaching methods (usually organized into a specific number (6-7) of instructional units); and, is revised, altered or amended as necessary at the discretion of school personnel. Curriculum guides should be revised and/or updated on a regularly scheduled basis (usually every five years).

DISCOVERY METHOD:

Instruction in which students find information or answers on their own in contrast to the expository or lecture method in which this is imparted to students by teachers.

FACTS:

Facts represent things that actually exist or that have happened in the past, the state of things as they are in reality. Acceptable evidence exists to support the "truth" of the data. Examples:

1. Only 20 percent of the American people lived in cities at the start of the Civil War.
2. Franklin D. Roosevelt was president of the United States during 1933 through 1945.
3. John Brown was an abolitionist leader who had fought in many battles in Kansas.

GENERALIZATIONS:

Generalizations are statements that express relationships among concepts and which are capable of proof or verification. They can also be defined as statements of broad applicability. Generalizations may be stated as principles, laws, rules, and conclusions. Sometimes generalizations are referred to as "major ideas." Examples:

1. Specialization has led to interdependence among individuals, communities and nations.
2. Societies require a system of social control in order to survive.
3. People who feel a sense of efficacy are generally active politically.

INQUIRY-BASED INSTRUCTION:

Inquiry-based instruction is that which is characterized by students being actively involved in the learning situations and the process includes:

a. Identifying a purpose for learning
b. Making hypothetical assertions
c. Appraising the hypothetical assertions
d. Searching for supporting or negating evidence
e. Testing the hypothetical assertions
f. Accepting, rejecting, or modifying the hypothetical assertions (value analysis)

INSTRUCTIONAL OBJECTIVES:

Instructional objectives specify the kinds of behaviors desired of students and the content they will be expected to learn. Objectives may be classified as knowledge objectives, skill objectives, and attitude objectives. Some objectives are more significant than others. Examples:

To give examples of things which people value. (knowlege objective)
To participate in the making of rules for classroom and school. (attitude objective)
To identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution. (knowledge objective)
To obtain information from a variety of sources. (skill objective)

LEARNING ACTIVITIES:

Learning activities are those experiences designed to help students acquire appropriate knowledge, attitude and skills. Examples:

- Discussing a social issue.
- Watching a film.
- Conducting research on a topic.
- Drawing conclusions from data obtained about a particular problem.

METHODOLOGY:

Teaching methodology refers to the principles, practices, procedures and materials applied to the act of teaching and learning.

QUESTIONING:

Questioning is an expression of inquiry that invites, calls for, or demands a response. The effectiveness of learning activities are dependent upon appropriate types of questions. Teachers generally overuse questions which ask students to recall information or to describe data. Divergent types of questions should be used as much as possible by teachers. This type of question is one where many answers are possible and acceptable. There is no one right answer. It can lead to divergent types of thinking. Convergent types of questions by teachers are those which elicit a simple yes/no or short answer from students. There is a specific "right" answer desired by the teacher.

SCOPE AND SEQUENCE:

The scope of a social studies program denotes the content -- major topics, ideas, and/or themes -- emphasized at each grade level; whereas, the sequence refers specifically to the major content emphasized at each grade level. The scope and sequence are developed only after the philosophy and rationale and goals of the program have been formulated.

STRANDS:

As used in the Essential Performance Objectives for Social Studies document, the term strand refers to a student learning goal which is general in nature and describes what students are expected to learn at each grade level, i.e., under the knowledge category at each level, strand #1. Understand the rights and responsibilities of democratic citizenship.

TEACHING STRATEGIES:	Teaching strategies represent specific and other sequentially ordered procedures which teachers can use in the classroom to bring about desirable learning results.
TEACHING TECHNIQUES:	Teaching techniques refer to the systematic procedures used by teachers whereby various classroom tasks such as satisfying particular objectives, explaining information, conceptualization, etc., are accomplished.

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